

Educational Standards For Teachers in Pennsylvania

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FOREWORD

Can Education Develop a Corps of Teachers to Meet the New Responsibilities of the Schools?

The education of a corps of teachers competent to provide instruction adequate to modern needs is another new challenge to education. Teachers play an important role in building and improving the social order. They must, therefore, constantly restate their philosophy of education, reorganize their procedures in the school, and redefine their own position in society. They cannot evade the responsibility of actively participating in the task of reconstructing the democratic tradition and working toward a new and better society.

Education is essentially the transmission of culture and the extension of its influence in shaping the future society. It involves an emphasis on cultural ideas and values in our practice in industrial civilization. Teachers thus at once become the servants of the people and their spiritual leaders. As guardians of childhood and bearers of culture, they must face the realities of life squarely and efficiently.

The function of the teacher is not limited to passing on the social heritage of the ages from generation to generation. They kindle and feed the imagination. They join the past with the present. They take account of advancing knowledge, add to it when they can, sift and create as well as accumulate. This is the function of a rich and many-sided personality.

The teacher must work under conditions free from the rigid prescriptions of formal detailed supervision. He must be free to promote the larger life of the school and the community. He requires scholarship, vision, and courage. If the faith of democracy is to rest in the hands of our teachers, they must first of all be inspired by eternal social values and free to engender in our children and youth the same wholesome, constructive attitudes and resolutions which they themselves possess.

Truth is the shining objective of the good teacher. He feels and acts under the obligation to seek, defend, and use the truth in daily life. He keeps alive memories of the past. He stimulates a widespread and deep desire for knowledge. He cherishes beauty. He quickens the minds and imaginations of those who come under his influence. He employs tolerance. He inculcates habits of justice. He takes account, not only of present knowledge, but of new inventions and discoveries, adding their benefits to those already enjoyed through previous inventions.

The teacher is a citizen, and if the school fails to grapple with problems of life, it is because the teacher fails to do so. If the school is isolated, the teacher is no less so. The good teacher avoids a life too academic. He knows a great deal and cares sincerely about the troubles of the world. He eagerly wrestles with realities and hesitates not a moment to fight his own battles. He claims his right, accepts his responsibility as a citizen, and draws together the school with the society of which it is a part. Thus, the teacher exercises a maximum of influence on the course of human events.

To meet these new requirements of teacher education, it is obvious that education is faced with a challenge of the first magnitude. This challenge comprises such vital professional processes as the selection of candidates for teaching, the construction of adequate and appropriate curriculums for their education, the guidance of the candidates in choosing areas of learning suited to their capacities, the placement of fully prepared candidates in positions where they can render the best possible service, and, finally, the continued stimulation of teachers both in their individual professional growth and in their teaching techniques.

Colleges devoted to the education of teachers should locate themselves in a community environment possessing institutions that can provide rich culture and extensive historical and social materials for their use. Through these great social institutions the vast potentialities of science, literature, art, and language may be revealed to those who are preparing to direct the learning of the present and future generations.

The teacher is a creator of social values. His education, therefore, must be of the greatest breadth and depth. The curriculums he pursues should be organized around American culture in a world setting and should comprise its history, present status, basic trends, and future prospects. Only from such liberal education can our teachers qualify to participate actively and intelligently in the instruction of children and youth in our evolving society.

An important part of this broader outlook on the part of the profession is an affiliation of the members in organizations designed to raise the morale and standards of teachers. Through proper professional organizations teachers may strengthen their services to society, keep in touch with the great masses of the people, and appreciate and understand the crucial problems of contemporary life. These organizations also may serve as the mediums through which teachers open new and broader avenues of service to the children and youth of society today. Generally speaking, our educational workers could further develop the advantages of their organization. There is a notable rise and decline in membership as economic conditions change. The turnover in the profession is still relatively great. Entrance in the profession on the part of many is only temporary. These conditions would be greatly improved by a more closely organized personnel in the teaching profession.

Publications in the profession also constitute a phase of the broader education of teachers. These serve not only to coordinate

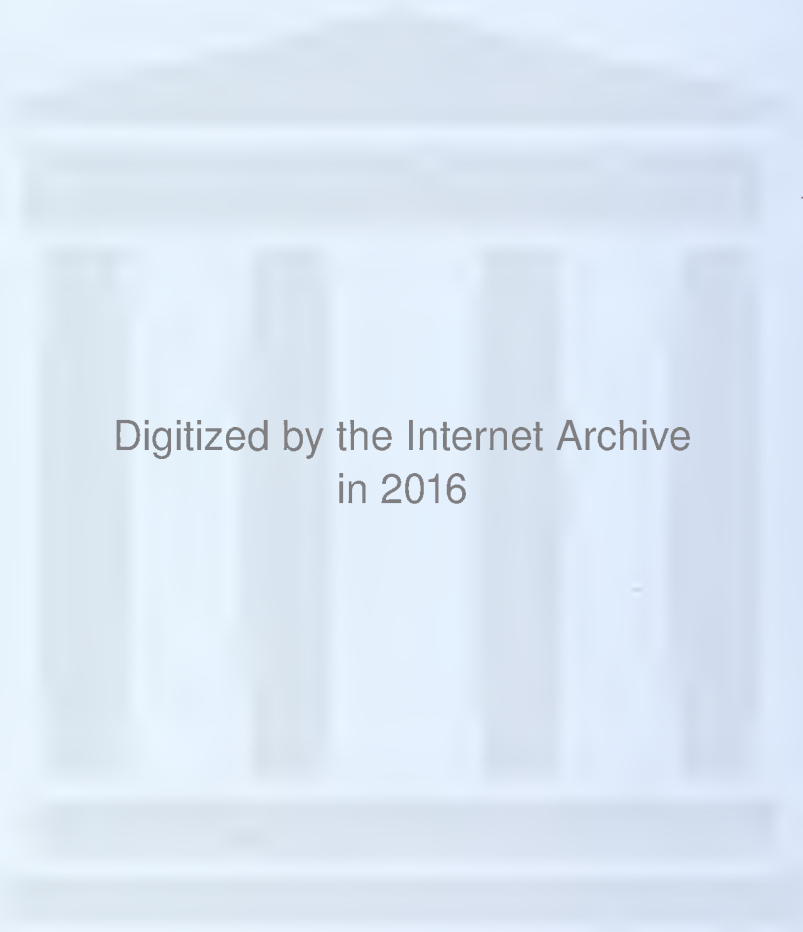
the various professional services, but to stimulate professional growth. Through publications, memberships are increased, adequate practices modernized, and codes of ethics developed and promoted.

This publication, **EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA**, summarizes the basic requirements for teachers' certificates and the principles on the basis of which they have been developed. The bulletin has been developed by Dr. Henry Klonower, Director, Teacher Education and Certification; Dr. Harry L. Kriner, and Dr. C. O. Williams, Assistant Directors, both in the Office of Teacher Education and Certification.

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Educational Standards for Teachers in Pennsylvania

I

THREE STAGES OF TEACHER EDUCATION

With a broadening conception of the teacher's responsibility, there has developed, over a period of years, an enriched program for the education of teachers. Three stages are discernible in this march toward the enriched program, each stage marking a definite forward movement. The early period is best described as one of **TEACHER TRAINING**, the next step, **TEACHER PREPARATION**, and the third step, **TEACHER EDUCATION**. Each phase has its distinct characteristics. Effective programs in the field of teacher education must provide the essential opportunities for training, for preparation, and for education.

1. TRAINING STAGE

In institutions of higher learning where emphasis is solely on training, inexcusable weaknesses develop. Men and women who are products of such programs neither inspire nor stimulate boys and girls to search out the truth. They deaden the learning process. Schools become uninteresting and when children who graduate from such schools reach maturity they fail to give the support which the schools deserve.

And yet, programs that merely train teachers are still found in some institutions. Students enter through the simple process of presenting certificates of graduation from secondary schools. There is neither guidance nor encouragement in the election of specific fields of major concentration. Emphasis is placed on the necessity of meeting State requirements for certificates. As the catalogs of some of these institutions state, "credit in this field is not accepted for graduation but is granted for certification purposes only."

Such institutions place emphasis only on the mastery of mechanical techniques. The prospective teacher does not develop breadth of vision, nor does he come to recognize the significance and the importance of child-education in the development of social affairs. The training of teachers is the first step in the whole process, but never the last step.

In the early stages of this whole procedure, the prospective teacher must acquire a mastery of classroom management, along with other important controls. But these procedures are purely controls, although essential to the learning process. The mastery of these controls depends on thorough training. The failure of many beginning teachers is attributable directly to a lack of proper training in the fundamental necessities of classroom management. The teacher places his trust in some mysterious relationship out of which he hopes orderly procedure will follow.

There is nothing mysterious in the proper management of a classroom. A teacher must be trained to an orderly practice in the handling of records, in the submission of necessary reports, in the development of lesson plans, in the prompt and unquestioned response to fire drills, and in the knowledge of physical conditions in the classroom. The ability to respond to such demands can be developed through training in the early stages of a teacher's career. Success in the classroom is definitely related to orderly procedure, but the development of an effective teacher never ends with a mastery of these controls.

Descriptive terms shed an interesting light on the philosophy underlying the first stage in the process, the training process. The "training school" followed the "model school."

In the training school the prospective teacher was given the opportunity to test the skills in which he had been trained in the Normal School. A lesson plan was placed on the desk, the children were called to attention and the lesson taught. An examination followed in accordance with the formal Herbartian steps. If the facts were given back to the teacher, the lesson was a success. The prospective teacher was trained to do this sort of thing. At the sound of the gong, hundreds of children assembled in the yard and moved in regimented lines back to the classroom. The teacher was trained not only to develop this procedure but the training was passed on to children themselves. The effectiveness of the training was disclosed only by the dismissal bell when, with whoops and shouts of joy, the control was released and the children once again felt free.

The necessity for rigid training in the use of the indispensable tools must not be under-estimated. There must be order, there must be intelligent planning, there must be mastery, and above all else, a positive respect on the part of the child for the teacher because of his training to make intelligent decisions and to follow intelligent procedures.

In former days Persia trained her children in the way of life and her history provides a striking example of pitiful disaster; a great empire completely destroyed. With the death of her singers, her poetry perished; indeed, all else perished because there were only hirelings to transmit the art and science of living. It is true there were gorgeous homes and beautiful gardens with unsurpassed palaces with golden thrones; but neither Persian civilization, nor her art,

nor her music could resist the inevitable; when those who inherit a civilization lose the urge to keep and the energy to develop that civilization, disintegration follows.

It is important to bear in mind that teachers transmit not merely the *forms* of living, but the *manner* of living, and the *desire* to live. While a trained corps of teachers may teach a generation to shoot arrows straight, to ride horses well, and to live richly, such a group of teachers can never transmit the power to interpret, and such power spells the difference between barbarism and civilization. Institutions of higher learning that end with mere training of teachers make no contribution in the field of teacher education.

2. PREPARATION STAGE

The next step has been that of TEACHER PREPARATION. With the change in social conditions and attitudes, the public schools were called on to meet larger responsibilities. The younger generation was confronted with a much keener competitive spirit as a result of mechanical inventions. The automobile converted a relatively stationary population into a mobile population almost over night. The radio had its effect. Children in our schools were becoming wiser than their teachers. A mere bag of tricks was no longer sufficient for the teachers. The necessity for more than mere training was obvious.

Further preparation seemed the only solution to the increased curiosity of the children. The preparation period for the teacher must be extended. All thinkers in the field were convinced that two years of post-secondary work was an inadequate preparation for any grade of public school teaching. A concerted effort was made to extend the training period. While this development began ten years ago, the abbreviated courses in training in many states have failed to give way to the more extended periods of preparation.

However, evidence is plentiful in the catalogs of institutions of higher learning that an honest effort has been made to prepare teachers for specific fields of service in public schools. Curricula have been differentiated. The content and sequence of courses have been set up to provide for a given type of public school teaching service. Distinct programs for the preparation of teachers in elementary schools, in secondary schools, in special subjects, and for supervision and administration have been developed. The pendulum has swung still further, and specific courses have been developed for the preparation of rural school teachers, kindergarten-primary school teachers, intermediate school teachers, and junior high school teachers. Nor should we lose sight of courses for certification in the fields of English, social studies, mathematics, science, foreign languages, and vocational subjects, together with art, music, home economics, commerce, health education, and the practical arts.

To make the administration of such curricula somewhat easier, students have been organized into classes, and when once the curriculum has been selected, the situation became fixed. The under-

lying principle grew out of the belief that each curriculum was made up of concurrent and sequential courses so organized as to develop those controls which were necessary to successful teaching in a given field. The activities were coordinated and arranged with reference to the fundamental purposes of public school education. The development of the abilities of exercise, both minor and major controls, was emphasized. So has developed the professionalized subject-matter period, the period of preparation.

This represents a normal step forward in the evolution of a program that has already made public education in America a positive, democratic, dynamic force for good. The prospective teacher complemented her training with preparation. To the skills of teaching were added a better knowledge of child life, a sense of the social value of school organization, and an understanding of the techniques and skills in the organization and presentation of material to the children in the public schools. A distinct vocational value of the teacher preparation curriculum was developed through an appreciation of the functional service of its sequential courses. The program in this stage furnished the schools with young men and young women skilled in the techniques of classroom procedure and strengthened with a knowledge of the vocational aim of the program. American teacher education had moved forward, but the significant step had not thus far been taken.

The teacher knew subject-matter, knew the aims and purposes of the curriculum, and was trained to test the results of his own efforts. The general belief prevailed that education was limited to the four walls of the classroom, and what transpired in the world outside was of little concern to either teacher or pupil. The teacher was quite satisfied with teaching arithmetic and imparting the important facts of history. Grammar taught well, and a few outstanding poems were memorized. The problems of delinquency were left to the attendance officer and outside social agencies. The health of the child was the concern of the family physician and not of the teacher. If the child had an interest in the collection of stamps, in the building of ships, in the making of photographs, they were interests which outside agencies must satisfy. No one expected that the teacher should become the guidance-counselor in these so-called fads and frills. He was not prepared to carry on along these lines. This spirit of preparation for something to come was sapping the life of the educational system of America as it has broken many a nation.

To illustrate the point, Ancient China serves as an excellent example. Here was truly a great nation that lived by tradition and scholarship. More than three centuries ago it developed a culture probably unsurpassed since; its people excelled in art, music, and science. The invention of the compass is attributed to the Duke of Cohu who lived as long ago as 1050 B. C. Chinese mathematicians developed the value of "pi" to the sixth decimal place, and we have not improved much on that particular formula even to this day.

But a subtle influence was working, an influence that utterly destroyed all that had been achieved. The whole spirit of this ancient civilization was that of preparation for something else—ancestry worship and the worship of great men. In government, all were to have the chance to rule provided all were prepared. And so the system of examinations for public office developed. The teachers lost the lighted torch and a mania for preparation for public office developed. Dishonesty found its way in and purchase money soon bought positions of honor and trust. The PREPARATION PROGRAM had opened the flood gates and China was doomed.

3. EDUCATION STAGE

But pressures were developing and education began to emphasize the development of the whole child. All the interests of the child became the concern of the teacher. This awakened curiosity had to be satisfied by a teacher well qualified, thoroughly prepared, and educated in the full sense of this word. So began the present stage of the EDUCATION OF THE AMERICAN TEACHER.

The program of the education of the American teacher shows consistent progress. Even though there may be deficiencies in the present situation, there never was a time when the horizon appeared so bright for the profession of teaching. Colleges and universities and professional schools insist that a thorough academic background shall be the basis on which professional education is predicated. The teacher becomes fully acquainted with the history and development of social movements; courses are provided that broaden his knowledge of science. Courses in the history and appreciation of art and music are made mandatory. New interests are awakened. Libraries, museums, art galleries, child clinics, juvenile courts—all contribute to the broader aspects in the education of the teacher. Knowledge of these social services and the contribution they make to the public school program have become part of the education of the teacher. The chasm that existed between the schools and these lay organizations has been bridged. The model school has developed through from the stage of "training" school to the demonstration-laboratory school. One of the most hopeful signs in the development of the teacher education program in America today is the increased effort to provide adequate student teaching opportunities. Here the prospective teacher observes, confers, and participates under the guidance of a master teacher. The teacher-pupil relationship developed under these circumstances permits the learning process to grow freely and naturally. The child recognizes the teacher as guide and friend and not as a stern taskmaster.

With the increased emphasis that has been placed on the need for extended reading, travel, participation in community affairs, the teacher assumes a new role. New horizons have opened to him. He brings back to the classroom the rich experience of broader contacts.

The general movement in the field of teacher education to require teachers of foreign languages to spend a part of their time in the country in which the language which they teach, is spoken, is a distinct step forward in the education of the American teacher. This is equally true of the geography teacher who visits the country about which he teaches. The social science teachers are fully informed from first-hand contacts with municipal, State, and national affairs. And so all along the line, the outside world is brought into the classroom by the educated teacher. He speaks with authority, not like the scribes. Such broad-gauged teachers are essential in a democracy.

If America is to remain the single outstanding example of a nation of people who believe in fair and square dealing one with another, the next generation must be educated to the values of life. We cannot hope to destroy the "isms" that beset civilization on all sides but we can develop intelligence in young people through an educated teaching corps so that the children will give proper weight to the devastating influences of false leaders. Dictatorship never survives where universal education prevails; democracy and general intelligence complement each other.

The qualification and salary act approved April 28, 1921, by the General Assembly, delegated to the State Council of Education the authority to prescribe the educational qualifications for teachers in the public schools of the Commonwealth of Pennsylvania. Pursuant to the general regulations of the qualification and salary act, numerous conferences with groups representing respectively the county superintendents of schools, normal school principals (now state teachers college presidents), college teachers of education, district superintendents, and others concerned were called to consider the development of teacher education standards. After a frank and thorough discussion of the problem involved in the light of the experience represented by these several groups, regulations for the certification and education of teachers were recommended by the State Council of Education and were formally approved by the Council December 19, 1921.

In a similar manner, these standards were reviewed in the form hereinafter set forth and were approved by the State Council of Education on December 7, 1928. Consistent with the increased demands for better qualified teachers, both academic and professional requirements were increased.

The modifications made in the certification regulations recognize corresponding changes in standards in the field of teacher education. These changes are the result of higher professional ideals and achievements on the part of teachers themselves and of agencies for the education of teachers, as well as the result of public insistence for an improved quality of instruction in the public schools. Whenever advanced steps have been suggested, it has been the policy to make such steps effective progressively. Dates on which these changes become effective have been announced sufficiently in advance of their

effective date to cause little or no inconvenience to the groups to whom the newer standards of education apply. Dates on which additional changes have been effective, therefore, should be carefully noted.

The purpose of this restatement, as of previous statements of teacher education standards, is to secure to every public school boy or girl in Pennsylvania, a competent teacher possessing the academic and professional education recognized generally as the minimum for entering upon and continuing in the profession of teaching.

Standards for the education of teachers should never be considered final. As newer demands are made on the public school, additional qualifications must be developed to meet such needs. Teacher education is constantly reaching out to solve newer problems and the spirit of growth is essential if the profession is to make the contribution which its taxpayers have every reasonable right to expect. The qualifications for teachers, as restated in this bulletin, indicate the minimum standards and in accord with the general spirit of the salary qualification act, school districts may suggest such programs as will stimulate growth in service.

The standards indicated in these regulations should not be considered as the ultimate word in this matter. The consistent and continuous criticisms of administrative and supervisory officials, teachers, and teacher education agencies are not only invited, but essential to the progressive improvement and the adaptation of these standards to the needs of the public schools of the Commonwealth.

II

PHILOSOPHY OF TEACHER EDUCATION

A—Elementary School—Education of Teachers

The aim and purpose of an elementary school is to teach the use of the fundamental tools of learning which are necessary to meet all situations, whether new or familiar, in terms of standards of value. The essential element is the command of means for solving problems rather than the acceptance of readymade solutions. This requires the development of acceptable attitudes and appreciations, as well as learning specific habits and skills necessary in everyday life. The fundamental knowledge includes the essential social heritage which has been passed along from generation to generation.

The individual who lives in a democracy with the greatest satisfaction to himself and with a high degree of value to his fellow men must be characterized with such attitudes as personal integrity, self-respect, sincerity, trustworthiness, dependability, perseverance, courtesy, and tact. It is necessary to develop an attitude of constructive social participation which includes cooperation, leadership, followership, industry, and patience. An appreciation of the cultural values of life must be developed which includes literature, art, music, nature, and the esthetics. The individual cannot live unto himself, but must live in groups which require certain basic regulations—a spirit of give and take which will bear no undue advantage or disadvantage to any individual.

In addition to utilizing the heritage which has been given to us by our forbears, it is essential that mankind catch the importance of utilizing human endeavor for the improvement of social living. To attain these ends, the elementary school must develop in boys and girls the fundamental tools of learning—the ability to read, to speak, to write, to study, to use quantitative symbols, to maintain health, and to use the common objectives of the social heritage.

Teachers in attaining these objectives of the elementary school must have an understanding and opportunity to work with: first, child nature; second, the educational process; third, fundamental knowledges and cultures; fourth, meaningful student teaching; fifth, creative activities; sixth, community cooperation; and seventh, professional obligations.

In order to attain the necessary objectives, teachers must have many experiences over and above that of secured information from the printed page. The personality factor is extremely important for

any teacher, and especially for a teacher dealing with pupils on the lower age levels. The development of personal charms and a kindly manner of the teacher to insure order and industry among the pupils is very important if used and directed toward the development of the boys and girls. With this, personality and enthusiasm for the profession are quite important. These characteristics are essential since the teacher has the obligation of cultivating cheerful attitudes and cooperative activities.

Teachers of the elementary grades should have experience in contacting various types of industry, transportation, merchandising, and social work. In many instances, these contacts could with profit be based on employment as well as organized and guided tours of inspection.

The organization of the extra class activities in the college which is educating teachers becomes very significant in developing the personality and background for the future elementary teachers. A well-rounded and carefully planned program in connection with the dormitory life can be made very valuable. It is doubtful whether any prospective teacher should be graduated without having had the benefit of the experiences made possible through such a program. The fundamental principles of democratic living, proper and correct habits in physical and social health, as well as a development and participation in hobbies are more economically directed, and the results are more certain of attainment where the students are together for the entire day, week, or year.

If instruction given to a prospective elementary teacher is to be valid it must be telic in nature. No doubt the schools of education or the teachers of education in such institutions have a philosophy relative to the elementary school, but whether this philosophy in every instance is functional, or whether it is academic is another problem. The education which an elementary teacher receives must be of such a nature that it will function in the lives of the pupil, and will result as a definite force in guiding boys and girls into the problems of life. A philosophy which will reach down into the activities that the young boys and girls of society are certain to encounter is essential.

Children are thinking, feeling, and acting individuals. To teach young boys and girls the fundamentals of thought, sentiment, and proper habits not only help to solve problems, but also give rise to many social problems in everyday life. Much of our education for the elementary school has been given on the basis for the thinking angle only. What the public school is doing to improve the various feeling capabilities, and the actual habits of these school children must receive consideration.

Out of these many activities, contacts, and experiences may be developed a pleasant personality which will organize an elementary school and in turn will make the life of the pupils both pleasant and profitable.

B—Secondary Schools**1. JUNIOR HIGH—EDUCATION OF TEACHERS**

Five characteristics must be developed in every Junior High School teacher:

1. Sympathy
2. Social leadership
3. Breadth of outlook and interests
4. Cooperation with fellow teachers
5. Willingness to share in responsibility of co-curricular activities.

The preadolescent period of the junior high school student demands teacher-qualifications quite different from such as are demanded in the earlier period of child life. It is at this period of the child's life that he is endeavoring to adjust himself to different social situations. Sanctions and pressures are beginning to exert themselves. The awkward, incoordinate movements apparent in the junior high school child are somewhat indicative of the struggles going on within him.

During this period, a lack of sympathy on the part of the junior high school teacher is disastrous. For such teachers who possess a profound sympathy, little need be said, but for those teachers who have a limited degree of this quality, the teacher education institutions must do what they can to awaken an appreciation for a sympathetic understanding of the pupils.

Such courses as the following: Introduction to teaching, psychology, purpose organization and development of junior High School, social studies, and guidance are offered not merely to inform the prospective teacher concerning the field, but to stimulate a richer sympathy for this particular stage in the child's life.

The second characteristic is no less important than the first. The junior high school teacher must stand as a leader. She must be recognized by the children. The boys and girls at this age level must replace competition with cooperation. It is the age of team-play and it is essential that the teacher be cognizant of the changed attitude on the part of the pupils. In her capacity as social leader, the teacher must assist the pupils to formulate problems and to play an unseen hand in the cooperative solution of the problems which they themselves have created.

Such teachers who have innate capacity for leadership make the best junior high school teachers, but for the hundreds of teachers who have this quality lying dormant within themselves, the demonstration laboratory schools provide the stimulation which will bring about the development of this characteristic.

In the curriculum for the education of junior high school teachers such courses as social studies, educational psychology, student teaching, foreign languages, not only provide the body-material, but de-

velop in the teacher a keen realization of the fact that without social leadership success as a junior high school teacher is limited.

Above everything else, the junior high school teacher must enjoy a breadth of outlook and be possessed of many interests in life. The narrow specialist who may properly fit into the senior high school cannot serve so well at this period. The teaching of children must not be overlooked for the teaching of subjects, and it is here that we breathe the subjects into the experience of the learner. The world is new to the child and his interests are numberless. To maintain leadership, the teacher must have a catholicity of interests. Subjects must actually be related to human problems and the knowledge and the skill that is to be absorbed by the child must be organized around the problem.

It follows that the teacher's information must extend far beyond the limits of her own special fields. Courses in English, nature study, hygiene, art, music will require special emphasis in that the teacher may be provided with an opportunity for the development of a many-sided interest in life and with a breadth of outlook that will make her a match for the child who has discovered the world.

At this period in the education of the junior high school teacher, emphasis must be given to the fact that now above all times she must cooperate with her fellow teachers. To be in ignorance of what is going on in the other fields handicaps her in her work. The grade teacher can easily adjust the subjects of her curriculum to meet the needs of the relatively strong boy or girl in this or that subject. But the danger of departmentalizing lies in the fact that the subject teacher fails to realize the struggles that are going on within the adjusting of junior high school pupils to the many demands made by other teachers equally enthusiastic concerning their subject matter. To emphasize team work in the junior high school is to guarantee a less difficult adjustment and a better product. A course in the philosophy of the junior high school is essential and extensive electives in other fields are necessary to develop this attitude of mind in a junior high school teacher.

And lastly, the prospective teacher in the junior high school should realize that she must share in the responsibility of co-curricular activities. The pupil at this stage is experiencing a social awakening. Clubs, societies, pupil organizations are new experiences and the success or failure of these devices depends upon a recognition of their value on the part of the junior high school teacher. Peculiarly, at this period of the child's life the teacher must recognize that duty leads beyond the classroom, beyond regular school hours.

2. FUNDAMENTAL CONSIDERATIONS INVOLVED IN DETERMINING WHERE SECONDARY SCHOOL TEACHERS SHOULD BE EDUCATED

The fundamental considerations involved in determining where secondary teachers should be educated grow out of the standards

that are acceptable for the education of secondary school teachers. These standards, in turn, grow out of one's philosophy of public secondary education. Accredited institutions of post-secondary school grade that meet these standards are the institutions where, and where only, secondary teachers should be educated.

These acceptable standards grow out of certain fundamental considerations involved in such administrative and professional factors as the following:

1. Adequate Budget
2. Scholarship and General Education
3. Staff and Experience
4. Selective Admission
5. Student Teaching
6. Cooperation
7. Coordination
8. Developing Program

The American secondary schools have not yet made their maximum contribution to society. Costly as they are, and despite the almost unbelievable growth since their establishment, the contribution which the secondary schools have made to democracy has been trivial compared with that which these new schools of the people will eventually make. The secondary schools represent the open forum for the adolescent mind. They are the vestibule to civic and occupational competence, and to the college where habits and attitudes toward learning play freely in the storehouses of knowledge.

We can measure the stability of our social, religious, economic, governmental, and home institutions by the extent to which the secondary age group has developed curiosity, intellectual honesty, liberalism, tolerance, sound learning, and pure manners. The elementary public schools of America are making their substantial contribution. The children of this age level have learned to read and write, and have acquired social attitudes in miniature. This is the result of a well-developed and clearly-defined program for the education of elementary teachers. In order to produce comparable results in secondary education, similar planning must be done.

The philosophy of secondary education defines the issues involved in the education of teachers for the secondary schools. The teachers must interpret this philosophy. Change the aims and objectives of the secondary schools and at once the issues change. The controversial issues do not grow solely out of a competitive situation nor the desire of one set of teacher education institutions to supplant another. The issues develop normally from a changed philosophy of the purpose of secondary education and a changed philosophy of the functions of institutions of higher education.

The teacher education institutions should work for the realization of well-defined objectives for the secondary schools of America. The teacher makes the school and it seems reasonable to suggest that the

schools can produce the results. The secondary schools must cultivate in the American boys and girls a respect for sound scholarship, intellectual honesty, and loyalty to conduct-habits that make for a society in which equalities and liberties can be preserved. It matters not whether the thousands of secondary school students are to receive all or a part of their education for active participation in the affairs of the world under private or public auspices; the teacher education issues remain the same. There will always be desirable things to do which the oncoming generation must be taught to do better. The responsibility for seeing that this is done and done properly must be placed on the State, if the State is to perpetuate itself.

The maintenance of an adequate supply of educated teachers for the public schools is a State function. The State may delegate this responsibility to such institutions as have adequate instructional staff, proper equipment, buildings, grounds, cooperative teacher preparation institutions, and the like to carry on a worthwhile program. The State must accept the responsibility for the maintenance of minimum teacher education standards. The State holds a trusteeship to which it must be true. In this respect it must regard its own institutions, as well as those private institutions to which it delegates the teacher education program, with the same intense and critical interest. The right to withdraw the privilege of teacher education from public or private institutions when abuse or incompetency develops, is reserved. Conditions may differ in the different states, but the problem is usually the same. There are state-owned institutions, quasi-state institutions, liberal arts colleges, denominational institutions, and municipal teacher-preparation institutions; five agencies, all of which, in a greater or less measure, play a part in a State teacher education program.

Each of the different types of institutions of higher learning has played an important part in the teacher education program. These institutions must be credited with the substantial contribution which they have made to provide either the professional or the academic background on the basis of which the several states have authorized certificates to teach.

An examination of the objectives of the different types of institutions will contribute measurably toward an understanding of the problem. The charters of one hundred typical colleges and universities in the United States will disclose the purpose for which these institutions have been founded. The most superficial observation indicates a change within the past fifty years of aim and purpose in most of these institutions. Perhaps the change is to meet the demands of a changing civilization, and in this connection, it seems reasonable to expect a changed institutional structure where there has been a change in objective.

The history of the founding of the colleges and universities in America is one of absorbing interest. The foundation of most of these institutions may be traced largely to a determination on the part of

the early settlers to find homes where they might not only worship God as they pleased, but also educate their children in accordance with their own ideas. A great many of the colleges grew out of the early establishment of academies and similar institutions. Some of them received new charters from time to time affecting both their names as well as their educational status. A study of the aims and purposes of the colleges and universities as stated in their current catalogs reveals much. Their purpose is cultural and is based on the belief that this develops from a study of the liberal arts. Such phrases as, "a college to confer degrees in liberal arts;" "a college of liberal arts;" "a liberal culture;" "advantages for obtaining a thorough liberal education;" "looks to the general liberal culture which is a prerequisite for any of the learned professions," constantly occur.

The inculcation of a moral, spiritual, and religious education was, without a doubt, present in the minds of most, if indeed not all, of the founders of the colleges and universities in America. The catalogs disclose such phrases as, "the formation of character;" "moral training as an essential element in education;" "deep religious spirit;" "education distinguished by moral and religious principles;" "institutions where the youth of the land can be liberally educated under the benign influence of religion."

When the economic pressures began to be felt, there was a slight shift in the objective of the colleges and universities. There crept in a utilitarian purpose. A general education based upon the ideal of service to society apart from a life of leisurely culture manifested itself in the descriptive materials in the catalogs of the colleges and universities. Many of the institutions specify this ideal among their aims and purposes in such phrases as, "make her useful to her own generation;" "inspiration and zeal for service to humanity;" "to send forth students to do their share of the world's work in a gracious, generous, beneficent spirit." These aims and purposes of the colleges and universities were developed and set forth at the time of their establishment, and the records indicate that most of them were founded in the third or fourth quarter of the nineteenth century. Since then, new curriculums, or the revamping of older ones, have been developed to meet the existing demands of society, but not in all instances does it appear that the institutional structure, staff, equipment, and relationships of these institutions have been modified to accord with these new situations and conditions.

Teacher education became one of the functions of the colleges and universities because the professional schools had not yet begun to develop. Institutions providing liberal education with a minimum number of professional courses represented the source of secondary teachers. In many states, it must be noted that the great majority of secondary teachers in these early days were graduates of two-year normal schools, but practically the entire group of secondary teachers who had completed the more extended preparation representing four years of college work, were graduates of the liberal arts colleges.

The four-year curriculum of the liberal arts colleges, with all its possibilities for culture and general education, was modified to include courses demanded by the State Departments of Public Instruction for certification to teach in the secondary field. Courses in pure art and sciences were sacrificed in part to make room for professional courses.

In this effort to meet a new situation, many of the four-year liberal arts colleges were under the necessity of depreciating their academic curriculums. But these curriculums did not become teacher education curriculums in fact. In attempting to adjust these curriculums, the colleges failed to make them teacher education curriculums and they sacrificed much of their liberal arts value.

An examination of the function of the professional schools for the education of teachers reveals another situation. The catalogs of these institutions specifically designate the fields of service for which the education is provided. Descriptive pamphlets of the graduate departments of education, schools of education, teachers colleges, state, "this curriculum is devised for the preparation of science teachers;" "to prepare supervisory and administrative officers for the public schools;" "designed for teachers of art;" "this curriculum prepares teachers for the kindergarten-primary field." This is a recent development; the weakness is seen at once. In the effort to include the essential professional courses, much of the broadening influence of the four-year academic college has been eliminated. The professional schools have overstressed the knowledge of professional skills and techniques, but without an adequate knowledge of the substance which makes teaching effective. The problem is very clear and the solution seems simple. If there were courage and vision on the part of those responsible for the condition, the declaration could be made at once that both types of education, academic and professional, are essential to the education of the secondary teachers. Not any one should be admitted to a course looking forward to the education for secondary teaching without an adequate academic background together with intensive professional education. The Liberal Arts Colleges and the Teacher Education Institutions should be distinguished one from another. Both are essential in the scheme of American education.

Those institutions which can best meet the standards for accreditation as teacher education institutions should be given the privilege of preparing teachers for the secondary schools. The establishment of the standards for accreditation may be a painstaking procedure, but an absolutely necessary one. The factors to be considered in connection with the establishment of these standards are many. Some of the more important are mentioned here:

Adequate Budgets

An institution which expects accreditation for the education of secondary teachers for the public schools should have an annual

budget sufficient to maintain the integrity of standards which have been accepted by means of the group. This applies equally to state-owned, state-aided, liberal arts colleges, and denominational institutions. Laboratory facilities, adequate libraries, recreational opportunities, together with the necessary art, music, and health education situations must be properly provided for. The issue resolves itself into this:—Shall financially-handicapped institutions incapable of launching adequate teacher education programs be allowed in the field? Many such institutions initiate questionable practices inimical to the profession. They are developed with some little hope of rendering worthwhile service, but with an eye to relieve the distressed financial conditions of the institutions. Again the opportunities of these institutions to make a substantial contribution to the general education program of America is weakened in an effort to do that which cannot be done adequately.

Scholarship and General Education

There must be a breadth of general education looking toward sound scholarship and a cultural background in the major areas of human experiences for all teachers.

Breadth of general education grows out of broad contacts with many of life's situations and an appreciation of the heritages which the race has passed on. Scholarship and culture are not bought over the bargain counter. They may be inspired in the great universities as well as the small teacher education institutions; they may be equally absent in both. Sound scholarship and a cultural background can find fertile soil in any type of educational institution. The guarantee that there shall be scholarship and cultural background is conditioned by the instructional staff and by the traditions of the institution.

Culture and scholarship can be developed from all types of mental application. It is specious reasoning that leads to any other conclusion. Physical equipment, size of staff, acres of grounds, number of buildings, are impressive, but do not necessarily make for culture and scholarship.

Staff and Experience

Accredited institutions for the education of secondary teachers must have curricula specifically designed for this purpose, organized and unified in the several fields in which they are accredited. If this is reasonable, institutions must have an instructional staff sufficient to administer successfully each of the desired curricula. The catalogs of the institutions of higher learning disclose some pertinent facts. Many institutions are noted where the professional staff consists of but one instructor who assumes the entire responsibility for the professional attitudes of the prospective teacher. He is usually consid-

ered a supernumerary by his associates and is tolerated because the certification laws of the State prescribe professional education. Other institutions employ entire faculties with specialists in each of the several fields which at once presents the most hospitable environment in which the prospective teacher senses the sympathies and inspirations necessary for success. The issue is obvious. It cannot be ignored. What constitutes an adequate staff? When the standard is established, it must be applied without fear or favor.

Attitudes are contagious. Prospective teachers reflect the influences of their instructors. The issue frequently arises whether an institution should be accredited for the education of secondary teachers where the faculty has had neither public school teaching experience nor a complete familiarity with the aims and purposes of public education in a democratic civilization. What proportion of on-campus faculty members engaged in teacher education shall have had significant experiences in public school service is debatable, but it is undeniable that not any institution should be accredited for the education of such teachers unless a minimum number of the instructional staff have had the necessary experience which entitles them to speak with authority. This background of public school experience inspires confidence and is essential to a proper understanding of classroom problems. A wholesome attitude toward public schools should permeate all the instruction of the college and university and the graduate should leave with a distinct feeling of security that he has acquired an education which will fortify him against the many difficulties to be encountered in secondary school teaching.

Selective Admission

Only those institutions should be charged with the responsibility of educating teachers for the secondary schools that provide a program of selective admission which emphasizes general scholarship, character, personality, health, and physical vigor. If teacher education is a serious undertaking, then it is undeniably important that the profession be guarded against the admission of "bad risks." State Department of Public Instruction alone cannot be counted on to protect the standards of teacher education. There must be complete cooperation on the part of the admission officers and the instructional staffs of the teacher education institutions. Certificates to teach are merely symbols of education, personality, and character. In any worthwhile scheme State offices must depend almost entirely on the integrity of the responsible officials in the accredited colleges and universities, even though the law places the responsibility for the certification of teachers in State offices. The State officials must assume leadership and bring about a coordination of the teacher education institutions, but these officials can never accomplish the desirable results without complete cooperation of the responsible administrative officers in the accredited colleges and universities.

Student-Teaching

Can the institution that desires recognition establish adequate student-teaching facilities? The day has long since passed when it was necessary to justify the inclusion of a proper amount of master-teacher student-teacher contacts in a teacher education curriculum. This must be supplemented by an experience in a normal public school situation. As the medical profession would look with disdain on a program planned for the education of physicians where there were not adequate clinical opportunities, so every teacher education institution must offer both demonstration-observation schools and acceptable public school relationships. State-owned teacher education institutions are almost universally considered a part of the public school system for which they prepare teachers and here the necessary relationships are well established. In state-aided institutions and denominational colleges, the situation is somewhat different, but the issue remains the same. If the product of these institutions is to be absorbed by the public schools, it is reasonable to suggest that a knowledge of the many different types of situations into which the students will go, should be known before they begin teaching. The weakest point of the teacher program in America today is that of failure to provide adequate and proper student-teaching facilities and opportunities. A survey of the field discloses nearly as many varieties of student-teaching programs as there are institutions offering this work. In some places the student-teaching program provides little more than gratuitous instructional service to the school districts, depriving properly prepared and experienced teachers from earning a livelihood and of serving in the profession for which they have prepared. There are many places where the cadetship system has been accepted in lieu of the student-teaching situation to the detriment both of the pupils to be taught and to the salary schedules involved. Innumerable so-called plans are to be found where the students in their last semester are set adrift to find for themselves opportunities to secure the requisite student teaching. Perhaps the most pronounced disregard of the importance of student-teaching is the practice prevalent in some institutions where prospective teachers are required to complete student-teaching as an extra-curricular activity merely because the State certification requirements prescribe this experience for a certificate to teach. The institution will neither grant credit for graduation nor recognize the student-teaching as a part of the regular college work. Many certificates of approved preparation from institutions of higher learning reach certification officers with the statements from the colleges and universities indicating the completion of student-teaching, but with a significant note, "no credit is granted by the college for this work."

To be recognized as teacher education institutions, colleges and universities, state-owned, state-aided, liberal arts, denominational, it matters not what, must provide an acceptable program for student

teaching. There must be available master teachers with the requisite experience who shall be assigned to supervise the work. They must be directly responsible for the instruction of pupils enrolled in the secondary schools. There must be a director of teacher-education and he shall be responsible to the accredited college or university for the student-teachers assigned to the secondary school and for the administration of their teaching service under the supervision of the master-teacher. Not any institution should be approved for the education of secondary teachers unless such recognized standards as the ratio of the number of student teachers to master teacher has been met, and the work of the master teacher must be well defined in terms of responsibility for the maintenance of required standards of instruction of students, course, content, lesson planning, tests, required achievement, awarding of credit, et cetera. Where the secondary schools in which the student teaching is done, are an integral part of the teacher education institutions, they must conform to all the standards that govern accredited secondary schools. If they do not exceed the exacting demands of the public school situations, they must at least measure up to the minimum standards of public secondary schools. Where the secondary schools are a part of the regular public school system, they too must meet national standards for accreditation.

Cooperation

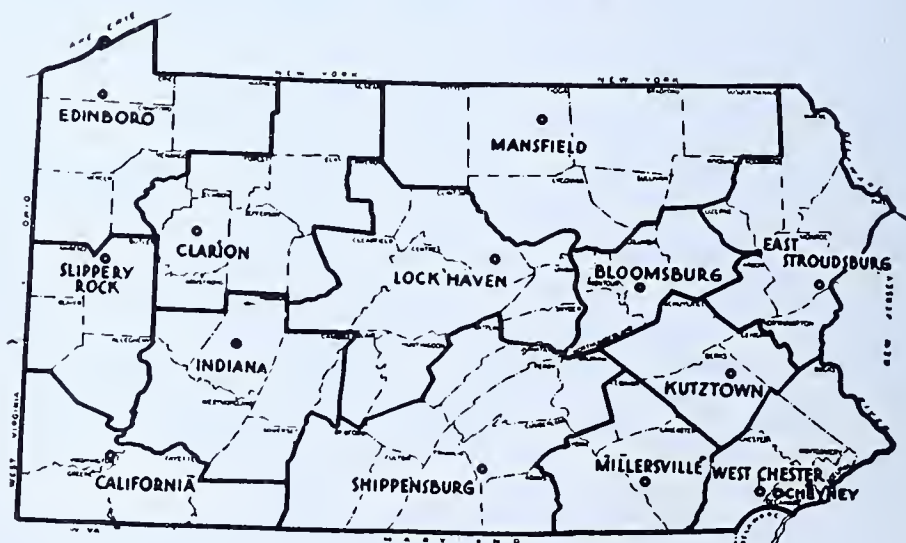
Teacher education institutions cannot be "lone eagles." They must cooperate not only with State authorities but also with each other and with school districts so that in the end the problems for supply and demand may be intelligently solved. The mad scramble for increased enrolments should give way to selective admission requirements carefully administered. Allocation of types of education programs must be accepted in good faith by the institutions, provided allocations are developed intelligently. Only those institutions that are willing to enter whole-heartedly into such a cooperation plan should be accredited.

As an excellent illustration of inter-institutional relationship on the basis of which there can be developed a coordinated plan for teacher education, the plan of the State Teachers Colleges in the Commonwealth of Pennsylvania is briefly described.

These institutions are the people's colleges in which any worthy young man or woman who aspires to teach in the public schools has the opportunity thus to prepare. The State Teachers Colleges are owned by the State and have but one function; namely, the education of teachers for the public schools of the Commonwealth; they are part of the public school system. The Commonwealth, through legislative appropriation, partially supports them.

Prior to 1919, when these institutions, then known as normal schools, were quasi-state in character, competition in the solicitation of students was carried on with little credit to the institutions. In 1919, the presidents suggested that a study be prepared for the purpose of mapping out professional service areas. A Director of Teacher Education was authorized to present a plan for the development of areas immediately surrounding the State institutions throughout which each institution was to make its professional influence felt. After a careful study of the number of first class secondary schools found in each area, means of accessibility, population, number of schools, and annual demand for teachers, a professional service area map was presented to the Board of Presidents. In 1920, the service area plan was adopted by the Board of Presidents, and since that time each institution has confined its major professional activities to its service area. The professional service map as developed and approved by the presents is shown on the following page.

State Teachers Colleges



Ample recreational facilities and extensive professional offerings are available at the State Teachers Colleges. Experienced instructional staff in each institution—lectures by eminent visiting educators. Field excursions are planned in connection with many courses. Geographic-field trips are offered for credit.

All courses are accepted by the Department of Public Instruction in meeting certification requirements.

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

<i>College</i>	<i>Special Curriculums</i>	<i>President</i>
Bloomsburg	Business and Atypical Education	Francis B. Haas
California	Industrial Arts and Atypical Education	Robert M. Steele
Cheyney	Industrial Arts and Home Economics..	Leslie Pinckney Hill
Clarion	Library	Paul G. Chandler
E. Stroudsburg ...	Health Education	T. T. Allen
Edinboro	Art Education	Carmon Ross
Indiana	Art, Business, Home Economics and Music	Samuel Fausold
Kutztown	Library and Art Education	Q. A. W. Rohrbach
Lock Haven	Health Education	John G. Flowers
Mansfield	Home Economics and Music	Joseph F. Noonan
Millersville	Library—Industrial Arts	Landis Tanger
Shippensburg ...	Adult, Business, Cooperative Education	Albert Lindsay Rowland
Slippery Rock	Health Education	Charles S. Miller
West Chester	Health Education and Music	Charles S. Swope

A four-year curriculum preparing for teaching in the elementary field, baccalaureate degree curriculum, provides preparation for College Certificate.

Two years of advanced work in elementary education to which those who have completed any one of the previous elementary curriculums may be admitted, baccalaureate degree curriculum.

A four-year curriculum preparing for teaching in the secondary school fields, baccalaureate degree curriculum.

Degree curriculums in other fields: Art, Business, Health, Home Economics, Industrial Arts, Music.

Solicitation of students in the area of another institution was abandoned. It does not mean that students from one county must necessarily attend the institution located within its professional area, but it does mean that each institution may not develop its program in the professional service of another institution. The professional status of teachers within the service area became the direct responsibility of the college located therein.

There is a Board of Presidents of the State Teachers Colleges. This Board meets every other month. It represents the chief instrument for coordinating professional activities of the institutions and the professional relationships between school districts and the colleges. A docket is prepared to which each member contributes such items which either affect teacher education in the State as a whole or involve the area immediately surrounding his institution. Curriculum changes are referred to a special committee consisting of three presidents and the Director of Teacher Education of the Department of Public Instruction. Suggested changes are referred to the entire Board with such recommendations as may be suitable. When adopted by the Board and approved by the Superintendent of Public Instruction, actions become binding on each of the State Teachers Colleges.

The State Superintendent of Public Instruction is the presiding officer of the Board of Presidents. He appoints committees of the Board; these committees recommend policies to the whole Board which, when adopted by the Board and approved by the Superintendent of Public Instruction, become similarly effective in all State Teachers Colleges. When it is borne in mind that the president of each institution is in constant touch with teacher education policies in the country at large, and, at the same time, is familiar with the needs of the public schools within his service area, it is fair to assume that the State Superintendent of Public Instruction is in a position to have at his disposal proper counselors for the development of a well-coordinated and worthwhile State program of teacher education.

In order to develop a common understanding of the purposes in the teacher education program, all the faculties of the State institutions are called together once each year for a three-day session, except that the present economic situation has made it necessary to postpone these conferences for the past two years. The programs for these meetings are prepared by a committee of the Board of Presidents, members of the faculties of the State Teachers Colleges, and the Chief of the Teacher Division. At these sessions, problems immediately affecting the several groups are discussed. Content of syllabi are developed and common objectives agreed upon. Outstanding national figures in the field of teacher education give a broader scope to the conferences. The Superintendent of Public Instruction has an opportunity to orient the teacher education program in light of the needs of the Commonwealth.

To maintain a proper balance between supply and demand the institutions cooperate in the matter of offering approved curriculums. For illustration, the education of teachers and supervisors of public school music is a specific program aside from that of the education of teachers for the general school service. One institution in the east, one in the north central, and one in the west central part of the State have been approved for the education of such teachers. The number of students is limited and they represent a carefully selected group. In like manner, rather than educate an over-supply of young men and women in the field of health and physical education, the education facilities are kept within bounds. Three State institutions represent the teacher-supply source of state-owned institutions. Here are found approved curriculums, limited classes, and acceptable equipment. What is true in the field of music and health is true for the education of teachers in the field of art. These curriculums are under constant observation and of necessity must provide the right type of teachers for the educational service. In commercial education, the program is planned in an identical manner. Three teachers colleges offer baccalaureate degree courses in business education, and here again those fitted by attitudes and aptitudes are selected for admission. The need for high pressure

salesmanship in the matter of augmenting enrolments is eliminated. The question of adequately supplying a recognized need is kept constantly in view.

Over a period of years a shortage of properly educated industrial arts teachers has developed. In response to this demand there was established a four-year curriculum for the education of industrial arts teachers in two teachers colleges. Under no pressure to recruit large classes to balance the cost of maintaining instruction, the institution may select its students with the sole thought that each shall become a master teacher. This cooperative enterprise has been equally successful in the development of other curriculums. It will ultimately bring to the public schools a product competent to carry on a worthwhile educational program satisfactory to the taxpayer. The plan of cooperation in these institutions is an illustration of the solution of one of the problems which confronts any state attempting to develop a well-coordinated state program of teacher education.

The manner of coordinating the liberal arts colleges along lines indicated in the development of the program for State Teachers Colleges still remains a problem for solution, but a step in this direction has been made with gratifying progress. Committees representing these institutions have been working on problems similar to those considered by the Board of Presidents of the State Teachers Colleges in Pennsylvania, and substantial contributions have been made by these committees in suggesting revisions of the certification regulations based on academic and professional education. There is in Pennsylvania a very vigorous organization known as the Association of Liberal Arts Colleges for the Advancement of Teaching. This association has been extremely helpful in raising the standards of teaching education in liberal arts colleges. Their subcommittees have attacked the problems of developing suggestive uniform teacher education syllabi with the same vigor as is observable in a state-aided and state-owned institution. This organization meets annually and discusses problems of mutual concern with the members of the Department of Public Instruction responsible for the development of interrelationship. The private and public groups are growing closer together. The first step in this direction was taken over a year ago when representatives of the liberal arts colleges met in joint session with representatives of the State Teachers Colleges. A combined program was presented.

As another illustration in the development of this cooperative relationship, a joint conference of the Association of Liberal Arts Colleges for the Advancement of Teaching and Directors and Supervisors of Student-Teaching in Accredited Teacher Preparation Institutions in Pennsylvania was held. The theme of the conference was on the general problem of student-teaching. Seventy-five representatives from all the various types of institutions in the Commonwealth were present, and the conference concluded with a resolution unanimously

urging an annual meeting at which similar problems might be discussed.

The significant result of these joint meetings was the development of a "consciousness of kind" and the willingness to agree on well-defined principles. There still remains the difficult problem which grows out of the present economic situation, and one that is purely temporary, namely, which institutions should educate which particular type of teacher. But on the fundamental principles of standards for teacher education all agencies have come to a common understanding.

The time is ripe to suggest that a four-year broad liberal college education should be the minimum entrance requirement to institutions for the education of secondary teachers. In these undergraduate years the students would develop an appreciation of other professional outlooks and an understanding of the part which each of the professions plays in a democratic form of government. Such an extended program would bring to the classroom of the American secondary school, teachers with an intelligent grasp of social and economic conditions, with a broad general scholarship, together with a profound appreciation of the aims and purposes of public education in America. This plan would provide adequate opportunity for the mastery of the skills and techniques essential for effective teaching in this age-level group. It may be debatable whether an immediate stepping-up is desirable of the requirements from the inexcusable low level of teacher education prevalent at the present time throughout the United States to a minimum desirable education level of eight years, but it is an inescapable fact that something must be done at once to improve the quality of secondary teaching if the secondary schools are to realize the aims and purposes for which they have been established.

When such a program as is here described is launched, teaching in the secondary field will present a real challenge to worthy men and women. It can then be said truthfully that teaching in the secondary field is a real professional task, and because of its exacting demands it will have the same attraction as the professions of law, medicine, theology, and engineering.

With a multiplicity of institutions each bound with its own traditions, rooted in serious purpose, fostered by sympathetic groups, and carried along with an intense enthusiasm, there is need to examine the problems which, for the moment, retard the development of an adequate corps of professionally-minded secondary teachers. The recognition of the problem is a substantial step forward. The evidence is clear on all sides that a solution is in the immediate future, and this has given rise to a well-founded hope that the secondary schools will contribute to the civilization that America hopes to evolve in a manner and form which seems but a dream today; provided that secondary teachers will be educated in ac-

credited institutions of post-secondary school grade where, and where only, such institutions meet well-defined, clear-cut standards.

3. STANDARDS FOR THE EDUCATION OF SECONDARY TEACHERS

Education of teachers is an extremely complex problem. Any plan which proposes to supply teachers for the secondary age level must take into consideration the diversified types of positions involved. Such a plan must recognize that there are more than twenty-five types of teaching situations to be considered. There are certain fundamental professional courses which all teachers should take, but on and beyond these core-subjects, each type of position must be considered in the light of the difficulties of the subject to be taught. The teacher should be prepared and educated with these difficulties in mind. Not long ago graduates of approved colleges and universities with a minimum number of clock hours in ethics, logic, and philosophy were considered educated enough to teach all of the subjects which they had studied in college. In most instances these graduates received certificates to teach as many as twenty subjects.

In all problems of teacher education it must not be forgotten that the pupil is all-important. A knowledge of the pupil to be taught and the method by which the pupil can be made to know more about the subject taught, are essential factors in any teacher education program. Programs must be planned to the end that the prospective teacher will know much about the nature of child life. The teacher must know the significance of the secondary school in a scheme of public education. He must sense the social purpose of the schools at all the various levels of child life. This knowledge, combined with a laboratory experience under a master teacher, is essential in any plan for the education of secondary teachers.

Teachers must develop in terms of the needs of the secondary schools. Courses of study should be constantly reexamined in terms of such needs. The three R's are as essential today as they were years ago, but the need for an enriched opportunity through curricular offerings for prospective teachers to meet newer obligations placed on the schools is perfectly clear. Grave mistakes have been made in assuming that subjects in themselves have vested interest in the curriculum. Whatever appears must have a decided functional value and the fact must be borne in mind that we accept a subject as a means rather than an end.

The danger which must be avoided in any teacher education program is emphasis of preparation as contrasted with education. It is largely a preparation that makes it possible for teachers, newly entering the service, to come into the classroom adequately adjusted to the techniques demanded by the new situation. This philosophy prevails in many institutions and where it is found curriculums are predominantly devoted to professional subjects.

The program should be based on two principles: first, that teachers must know their subjects and know them thoroughly; second, that they must know techniques and know how to teach effectively. The greater proficiency in content and technique will improve the instructional services in the classrooms. In the end, the advantages will accrue to the boys and girls in the public schools.

The development of a five-year program for the education of secondary teachers will necessitate considerable knowledge of the future needs of the secondary schools. A close examination of the types of positions for which teachers must be made available will necessitate a close scrutiny of the studies which are included in the curriculum of the secondary school. It is assumed that the academic subjects will be continued in the curriculum of the secondary field and that there will exist a demand for teachers of English, history, mathematics, social studies, and the languages. To determine the probable increment of new teachers needed over a period of time to supply the proper number of teachers in each of these subjects is a relatively simple matter. It will be somewhat more difficult to determine the proper combinations of the several subjects of the secondary curriculum which should be suggested to teacher education institutions, but it is obviously necessary to arrive at some sensible solution of this matter of combination of subjects elected by students in the institutions of higher learning and the relation of the selection to the needs of the secondary field.

With the studies that are being made to determine the frequency of combinations, together with greater emphasis placed on guidance in teacher education institutions, the problem of producer meeting the demands of consumer is being cared for more intelligently than it has been in the past. Some states have written into their certification laws the combinations which the teacher may be certificated to teach, but on the whole it does not seem wise to do this, at least not until we have more fully developed the secondary schools, and the trends in the combinations have been more accurately determined than they have been at the present time.

One of the first steps, then, that must be taken in the development of this program will be the determination of proper combinations of subjects and a thorough education given in a suitable minimum number of such combinations. Education will be emphasized in major subjects and combinations of subjects with the provision that additional preparation will entitle the teacher to add additional subjects to the basic certificate.

As a further step in the education of secondary teachers, more attention must be given to the matter of courses sequentially and coordinately arranged. While considerable progress has been made in advancing the minimum requirements for teachers of academic subjects, no prescription has thus far been laid down which will require candidates to complete series of courses closely related, insuring not only the mastery of the subject which the student desires

to teach, but the proper relationship of one field of knowledge with the other. It has been a policy to leave the responsibility for the selection of courses which make up major and minor fields to the teacher education institutions. This procedure does not always result in a selection of carefully graded courses which will give to the student a thorough knowledge of one subject and an acceptable familiarity with one or two other subject fields. Those responsible for results in the public schools should cooperate with teacher education institutions in planning secondary courses. There has been little study as to which courses are essential in a field as basic education for persons who desire to teach that subject. In history, it is assumed that a knowledge of ancient, medieval, and modern history is essential. But coupled with these courses there are others which must supplement the major field of preparation if there is to be intelligent interpretation.

In the field of languages the problem does not seem to be complex, yet the administration of a forward-looking program for the education of such teachers is difficult. Much of the time that is consumed in teaching foreign languages brings results incompatible with the time and effort spent. This is largely attributable to the methods in vogue of educating foreign language teachers. The mastery of the technique of a language based upon a thorough knowledge of English grammar is essential. A keen appreciation of the literature of the country in which the language taught is spoken is also necessary. But beyond this, the teacher must have an appreciation of the spirit of the people whose language is taught. While the completion of a major in sequential courses in a foreign language should be required as the minimum preparation for teaching any one of the languages, eventually this type of education must be supplemented by actual contact with the people whose language is taught. To accomplish this, it will necessitate a brief residence in the country of the language taught. The language will then be translated into something real and vital to the boys and girls of the secondary school. This step is extremely desirable and must sooner or later be written into the regulations. The program for the education of foreign language teachers is one that is filled with promise of the most interesting developments; it will aid in the development of a spirit of goodwill among nations.

The education of teachers in the fields of art, music, health, commercial education, and the many types of positions in the field of vocational education, represent distinct and specific problems.

In the field of art education the teacher must be something more than one who teaches drawing, painting, architectural design, et cetera. He must be able to interpret the spirit of the artist himself. The education which he receives must be adequate and given in institutions which have proper facilities and the necessary surroundings to inspire him with a love for the beautiful and an enthusiastic desire to create. Heretofore, approval of teacher education

institutions in the field of art education has been granted on an almost irreducible minimum; a curriculum, a teacher, a blackboard, and sketching tables. In approving institutions in the future we must consider other factors. Are these institutions located near great centers of art? Do they have access to art galleries and museums? The education of the art teacher should be based on a thorough academic background; a knowledge of history, English, science, social studies, and mathematics is essential.

The general line of procedure for the education of the art teacher indicated above is suggested for the music teacher. Music is not a subject in itself, it is a field of learning. Mastery of its language cannot possibly be gained through the completion of unrelated courses. One begins by learning music elements and then running through successive stages. Music is the language of the people who sing it, and if it is taught unrelated to the people who create it, the full significance is lost. It is now conceded that the music teacher must have a basic academic education before specialization begins. The cultural level of a nation is frequently determined by its folk songs; to this end we are beginning to realize that music plays as an important part in the education of a child as any other subject in the curriculum. If it has been badly taught in the past, it is simply because we have not had the right kind of teachers. To provide these inspirational teachers will necessitate a type of program in advance of what is now prescribed. Teacher education curriculums must be based on proper academic backgrounds. It is not enough to have teachers who can sing, but teachers also who can inspire others with an appreciation of music.

Education in the fields of art and music is necessary to the development of a competent citizen. These fields will be the proper subject for serious thought to the development of a five-year program for the education of teachers.

The teacher of health education is not just a football coach. This has been the accepted notion in the secondary field; instances are plentiful where athletic coaches are considered of far more importance than the health education teacher. Health education in the secondary fields does not receive the recognition which it justly deserves in the education of adolescent boys or girls. This may be attributed to the education of teachers in the field. The education level of secondary teachers in the field of health education has been considerably advanced during the past ten years and has now generally reached a four-year post secondary requirement. We have had too little opportunity to observe the result of this better preparation. What has been said of art and music teachers applies equally well to teachers of health education. Specific knowledge of this field must be based on an adequate cultural background. The desire of adolescent children to express themselves in some form of physical activity is recognized as an indispensable factor in the education of secondary children.

To translate these physical activities into worthwhile educational devices is no easy task. It requires an appreciation of the social significance of rhythmic exercise, games, and competitive drills. To determine what a teacher of health and physical education in the secondary field ought to know, in addition to a sound academic and professional background is not easy, but it is agreed that all three are essential. The entire field of health and physical education is of such significance that to educate teachers for this field badly, is inexcusable.

The public secondary school of tomorrow will give more emphasis to the teaching of commercial subjects than they do today. The chaotic condition of our national pocketbook is an indication that commercial subjects in a larger sense have been given too little recognition in the education of men and women for the work-day-world. Although practically every secondary school includes a commercial department, the program in the secondary schools is still in its infancy both as to the manner and form in which the commercial subjects are taught. Budget making is essential. Teachers who have an adequate background of the social significance of a debtor group can teach budget making in its real meaning.

Every teacher in the field of commercial education must first be a teacher of children, and then, a teacher of subject matter. Provision must be made for the same rich background dealing with child life which is insisted on for every other teacher. Professional courses must be prescribed. "Introduction to Teaching" for the prospective commercial teacher is essential. The content of the course should consist of a study of the functions of the teacher, his education and qualifications, the individual capacity of the pupil, the meaning of the basic liberal, practical, and social arts. Observation lessons must be required. The teacher may see the children in actual classroom relationship. Prospective commercial teachers should be required to read the historical educational developments which have influenced social and educational ideals and practices of today. Whether such a course be designated "History of Education" or "Educational Background," is immaterial. Student teaching opportunities are indispensable. Here is the pivotal point. Students must be taught to plan lesson or unit plans for approval by the master teacher. The master teacher through sympathetic understanding imparts his technique to the beginner. What has been previously learned about teaching is now realized through the student's own teaching effort.

There is another phase in this connection that must be given attention. To teach those who later participate in the business life of a nation, obsolete forms and practices are nothing short of stupidity. The commercial teachers must be in constant touch with the pulse of the business world. To keep the commercial teacher alive to changing situations some procedure must be considered by which he may be periodically brought into contact with the business life. In addition to pre-service education, a period of six weeks or

some such extended period of time should be required for actual contact with the business world.

The matter of education of teachers for the vocational fields presents a number of more difficult problems. It is necessary, however, to think constantly in terms of desirable objectives. The program must first concentrate on the education of a man or woman for the task of leading young people to a realization of the fullness of life and then stimulate in these young folks a desire for economic independence and proper social adjustment. The teaching of subject matter in any system of public schooling is essential, but the development of the individual into a self-reliant member of a community is paramount. What instruction a teacher gives in a classroom is incidental to the influence which the teacher exerts in bringing about the acceptable aims of education.

The basic-professional education for the vocational teacher must be defined in terms first of that education which is desirable for all teachers; and second, that education which is desirable for the vocational teacher.

Although it has been the practice in many states to accept trade experience in lieu of elementary and secondary school education, this practice ought soon to be discontinued. Trade experience from four to seven years will be insisted upon, but in addition adequate professional and academic education should be required. The practice of accepting trade experience in lieu of schooling was initiated when trade teachers were difficult to secure, but since the compulsory school law has become operative and the general need for basic education as a prerequisite for all types of social participation has been recognized, the industries are now urging both elementary and secondary school education as a prerequisite for employment. If the trades themselves demand this standard of preeducation for a trade, is it not fair to insist on an adequate period of education beyond the secondary school, not only in further knowledge of the trade itself, but in a general academic background and professional education for those who are to teach in all types of vocational schools? Trade experience is something different from secondary school education as secondary school education is different from trade experience. One should not compare college education to prolonged trade experience or compare trade experience with a college education; the two are entirely unlike, without points of comparison. The trade teacher must have prolonged trade experience to do his work well, but to interpret American public education, it is essential that in addition to this experience, the aims of the public schools should be known to him; in addition to the ability to interpret American education to those who pay the bill, the teacher must know the students in terms of the men and women they are to become and know them in terms of the part they are to play in the civic, industrial, and home life of the nation.

In an effort to reach a common agreement on what constitutes the best education for teachers of the secondary schools, colleges, universities, and teacher education, institutions must determine what is the best education in each of the different fields.

Good teaching is dynamic. Energy creates energy. The most humdrum situation can be vitalized into a living, active teaching situation, if the teacher has power. This power comes from mastery of the tools of the learning process and a deep and profound knowledge of subject matter.

The spirit of cooperation manifested on every side speaks eloquently of the desire on the part of all concerned so to concentrate their forces that in the end the common goal will be accomplished.

C. Adult Education—Education of Teachers and Leaders

Certification merely crystallizes the thinking of those who have given intensive thought to the education that makes for the success of the adult education program. Education of such leaders is an extremely complex problem. Any plan which proposes to supply leaders for the age levels included within this program must take into consideration the diversified types of interests involved. Such a plan must recognize that there are more than thirty types of leadership situations to be considered. Each type of activity has its own peculiar characteristics for which special techniques and procedures are essential.

Despite this, there are certain fundamental courses which all leaders should take. But beyond these core-subjects, each activity must be considered in the light of the difficulty and the social purposes of the activity. There is a type of education that is fundamental to all the various activities and there is a background of preparation essential to each of the activities. But underlying both education and preparation, there is a specific education which is indispensable. Not so long ago, graduation from approved colleges and universities with a minimum number of courses in sociology, social science, and other academic subjects was considered sufficient education to carry on the activities of an adult education program. With differentiation of activities and a demonstrated need for both general and specific backgrounds, the certification program based on this philosophy will conserve time and effort, and be productive of worthwhile results.

In all problems of teacher education, whether in the field of elementary or secondary public schooling, or in the field of adult education, it must not be forgotten that the character and personality of the individuals who make up the group are all important; a knowledge of the person to be taught, to be guided, to be brought into the cooperative enterprise of learning, and the method by

which such persons can be made to know more about homemaking, child development, family relationships, workers' education, or whatever the special interest field may be, are essential factors in the teacher education leadership program. The leader must know the significance of this movement in the scheme of education. He must sense the social problems of the groups of all levels of adult life. This knowledge combined with a laboratory experience under a master teacher is essential in any plan for the education of leaders in the field of adult education.

Such leaders must develop in terms of the needs of the special interest fields. Courses of study for these special interest fields should be constantly reexamined in terms of such needs. The three R's are essential today as they were years ago, but the need for an enlarged opportunity through curricular offerings and field experiences for prospective leaders in the field of adult education to meet newer obligations placed on society, is perfectly clear. Grave mistakes have been made in assuming that subjects and activities in themselves have vested interests in the curriculum. Whatever appears must have a decided functional value and the fact must be borne in mind that we accept it as a means rather than as an end.

Danger that must be avoided in any leadership program is emphasis on preparation, as contrasted with education. Preparation is largely an education that makes it possible for leaders newly entering the service to join the group adjusted to the techniques demanded by the new situation. This philosophy prevails in many institutions, and where it is found, the courses are predominantly devoted to professional subjects. A vitalized program of leadership education should be based on two principles; first, that leaders must know their special interest fields, and second, lead groups effectively. The greater proficiency in content and technique will improve the cooperative effort in the group. In the end, the advantages will accrue to the members of the discussion group.

The development of the leadership education program will necessitate considerable knowledge of the future needs of the diversified activities included within the adult education program. A close examination of the types of positions for which leaders must be made available will necessitate a close scrutiny of the services to be rendered to the out-of-school post secondary age group and the twenty-one year upwards group. A close examination of the types of activities necessary to serve potential needs or actual needs must be made available. It is assumed that such fields as literacy and citizenship education, parent education, including homemaking, family relationships, child development, home nursing and hygiene, together with all the activities that fall within the adult recreation area, adult civic education, workers' educations, adjustment counseling, and numerous unexplored areas, will make up the pattern. A supply of the proper number of leaders in each of these fields can be determined. With this demand known, programs in which ex-

periences can be planned, either within institutions or within the field itself, can be developed to give the adequate backgrounds and experiences necessary for successful leadership.

As a further step in the education of leaders, attention must be given to the matter of courses sequentially and coordinately arranged in each of the fields. While some method has been made in indicating the types of courses that will be helpful in providing the necessary backgrounds, no prescription has thus far been laid down which will require prospective leaders to complete a series of courses closely related, insuring not only the mastery of the field in which the leader desires to carry on, but also the proper relationship of one field of knowledge to the other which must be developed. It has been the policy to leave the responsibility of the selection of courses which make up major and minor activities to the institution. This procedure does not always result in the selection of carefully graded courses which will give the prospective leader a thorough knowledge of one area and an acceptable familiarity with one or two other special field interests. Those responsible for results in this whole movement should cooperate with the institutions of higher learning in planning the necessary sequential courses. There has been little study as to which courses are essential in one or another field as basic education for persons who desire to undertake this new type of leadership. The same difficulty is experienced in the general academic field of the regularly organized schools. In history, it is assumed that a knowledge of ancient, medieval, and modern history is essential. But, coupled with these courses, there are others which must supplement the major field of preparation if there is to be intelligent interpretation.

The education of leaders in the fields of art, music, health, and the many types of positions in the field of vocational adult education illustrate the specific problem. You cannot discuss them in terms of generalities.

In the field of art education, the leader must be something more than one who teaches drawing, painting, architectural design, et cetera. He must be able to interpret the spirit of the artist himself. The education which he receives must be adequate and given in institutions that have proper facilities, the necessary surroundings to inspire him with a love of the beautiful, and an enthusiastic desire to create. The institution that provides the preparation opportunities must have something more than a curriculum, a teacher, a blackboard, and a sketching table. Is the institution located near a great center of art? Does the institution have access to art galleries and museums? And to enrich the educational background of the leader in this field, opportunities should be provided for a rich experience in the field of history, science, social studies, and mathematics. If such a background is combined with experience, the leader in any of the special interest fields, such as pictorial art,

design, art appreciation, sculpture, handicrafts, both gains and holds the respect of the group.

The general line of procedure for the education of the leader of the art group, as indicated above, is suggested for the music teacher. Music is not a subject in itself; it is a field of learning. Mastery of its language cannot possibly be gained through the completion of unrelated courses or isolated experiences. One begins by learning music elements and then running through successive stages. Music is the language of the people who sing it, and if it is taught unrelated to the people who create it, the full significance is lost. It is now conceded that leaders in this special interest must have a basic academic education before specialization begins. The cultural level of a nation is frequently determined by its folk songs; to this end, we are beginning to realize that music plays as important a part in the education of the people as any other activity in the program. To provide inspirational leaders, it will necessitate a type of program in advance of what is not prescribed. Leadership education must be based on proper academic backgrounds and rich experiences. It is not enough to have teachers who can sing, but teachers who can also inspire others to an appreciation of music.

Leaders in the field of athletic sports and games are more than just coaches. This has been the accepted idea in some public schools. Athletic coaches have been considered far more important than health education teachers. This mistake must not be carried over to the field of leadership education. Specific knowledge of this field must be based on an adequate cultural background. The desire of young people, or people of the adult age area to express themselves in some form of physical activities into worthwhile educational devices is no easy task. It requires an appreciation of the social significance of rhythmic exercises, games, and competitive drills. To determine what a leader in these activities ought to know, in addition to a sound academic and professional background is not easy, but it is agreed that all three are essential. The entire field of health and physical education in the adult age level is of such significance that to educate leaders for this field badly is inexcusable.

There is urgent need for greater emphasis in the education of leaders for such subjects as fall within the business or commercial subjects. The chaotic condition of our national pocketbook is an indication that commercial subjects in the larger sense have been given too little recognition in the education of the men and women in the work-a-day world. The program in the public schools is still in its infancy, both as to the manner and form in which the subjects are taught. Budget making is essential. Teachers and leaders of adult education who have an adequate background of the social significance of a debtor group can teach budget making in its real meaning.

The matter of developing adequate programs in the many special fields included within the vocational area presents a number of difficult problems. It is necessary, however, to think constantly in terms of desirable objectives. The program must first concentrate on the education of a man or woman for the task of leading the members of the special interest group to a realization of the fullness of life and stimulate in those who make up the group a desire for economic independence and a desire for proper social adjustment. The teaching of subject matter in any system is essential, but the development of the individual into a self-reliant member of the community is paramount. What instruction or leadership one gives in a classroom is incidental to the influence which the same person exerts in bringing about the acceptable aims of education.

The basic professional education for special interest fields within the vocational area must be defined in terms of, first, that education which is desirable for all teachers; and, second, that education which is desirable to vitalize the interest fields. Although it has been the practice in many states to accept experience alone in lieu of education, this practice should be discontinued. Experience should be insisted upon, but adequate professional and academic education should complement and enrich this experience. Experience is something different from education and education is different from experience. Both are essential. To interpret American public education, it is essential that in addition to this experience, the aims of the public schools should be made known to the leaders; in addition to the ability to interpret American education to those who pay the bill, the leader must know the members of the group in terms of the dynamic citizens that they are to become, and to know them in terms of the part they are to play in the civic, industrial, and home life of the nation. Good leadership in these special interests, like good teaching, is dynamic. Energy creates energy. The most humdrum situation can be vitalized into a living, active teaching situation if the teacher has power. This power comes from mastery of the tools of the learning processes, and a deep and profound knowledge of the subject matter, plus personality.

Where certification of the teachers in the field of leadership education is sufficiently elastic to permit the selection of competent persons with experience and proper backgrounds, initial success is assured. Committees interested in the several special fields must indicate the educational courses or experiences that will assure continuous growth of the person so selected. On the basis of this educational experiences and growth in service, both the renewal of the temporary certificate and the validation of this certificate as a permanent one, should rest.

D. SPECIAL CLASSES—EDUCATION OF TEACHERS

The problem of the special class child does not need to be with us always. With the development of more adequate precision in-

struments, industry cuts down its waste and improves its product. School administration must develop more adequate means of early identification of special class children. Accurate identification of special class children challenges the best thought so that proper provisions may be developed to the end that these children shall become social assets instead of social liabilities. Education for adaptability to a social order is essential whether the child be normal or of the special class group. But it is infinitely more important that children whose mental and physical characteristics cause them to deviate from the normal shall have the attention they deserve. This program is not public philanthropy but national self-preservation. Perhaps, this is the main problem of education in a democracy where sovereignty rests with the people. Good or bad government is determined by the ideals of the great masses. Where the people sense the responsibility of interesting themselves in the practical affairs of a country, or in those elements that are designated as life, liberty, and the pursuit of happiness, such matters are safeguarded; if there is failure to recognize the responsibility of participating in these vital processes of free government, or if the electorate be incompetent, then grave danger faces any government that fails to take remedial steps. The early recognition of children who will profit from special class instruction is essential. Of the thirty million children in the public schools of the United States, it is generally agreed that five million probably represent the border line dull, normal group. This does not include those below the border line. Unless adequate provision is made in a very practical way for the education and adaptability of this great army of future citizens the results will be inevitable. These children must take their place in vocational and civic life. They marry; they raise families; they board; they determine in a large measure the complexion of our civilization. The imperative need for leadership that will develop an adequate program to this group is apparent. With rigid child labor and attendance laws the schools are forced to take up the burden and the larger problem of public education will soon develop into the problem of financing and adequately providing for these children. The proper classification of such children must follow. But more important is the selection of teachers with the necessary personality and proper prospective who enlist in this service in the effort to solve the problem of the special class children.

It will not be possible to select in every case the magnetic personalities essential for this field of public school service. But there is still a moral obligation on the part of school boards to select superior personalities with peculiar fitness for this challenging work. In this field the teacher must have an aptitude for, as well as special education in, practical arts, handicrafts, music, physical education, and playground activities. Moreover, the teacher should be physically strong, emotionally stable, patient, sympathetic, optimistic, stimulating, and should possess a well developed sense of humor. It must

be remembered that the teacher has been selected as the model. The initiative instinct of the child will mould his character. The teacher in the special class must be, therefore, the selected person. The character of the teacher must be sufficiently magnetic and inspirational to overcome a thousand and one influences that tend to destroy the good she does—the influence of the home, the street, and bad companions. The teacher must be selected especially for this type of work. The parents cannot be selected so the school must make its influence felt. As discouraging as it may be at times to the instructional teachers, the fact always remains that far out of sight down in the forming of character of these young children lie the foundations of their theory of conduct and philosophy of life. An incident in the classroom may prove to have been of vital concern subsequently.

So much emphasis has been given to the mentally retarded, or so-called borderline—dull-normal, that the unfortunate connotation persists that special class pupils fall wholly in this area. This may be the larger social problem but the other phases of special education are equally as important. Children in these other classes must be provided with equal opportunity for an education.

Reference is especially made to classes for gifted children. The teacher of such children should be thoroughly familiar with the psychology of atypical children including the sub-normal as well as the super-normal. She shall have had conspicuously successful teaching experiences in the elementary field. While it may be claimed that such children will achieve success without special attention, the position is well taken that the aim of education is not necessarily success but adaptability. How can these children, gifted by nature and surrounded by exceptional environment, be given the opportunity to learn the necessity of adjustment to a social order. The emphasis must not be on mere material success nor the development of superior intelligence as such. Provisions must be made in the scheme of education that children in this group shall not develop anti-social attitudes. Abnormals at one end of the scale of human intelligence can be equally as annoying as normals at the lower end of the scale. The teacher of gifted children must have a rich experience acquired through travel, a broad knowledge of art and an appreciation of music, a social experience that generates a spirit of confidence in the gifted children. Such a discriminating teacher may save from mediocrity a future pianist of great renown. Here lies the possibility of encouraging the boy who molds his statuettes from cakes of soap to become a great sculptor or the child whose love for color to take his place in the field of art. The wise teacher, whose discriminating sense and knowledge of the devices for classification, can determine with reasonable accuracy the seeds of genius in children. By nurturing such a love of literature or learning toward art, music, statesmanship, a teacher may contribute to society beyond any means of measurement.

The recognition of groups of children so that adequate educational opportunities may be provided for nutrition classes, sight conservation classes, classes for the deaf, classes for the blind, speech correction classes, orthopedic classes, and orthogenic backward classes, is a challenge that cannot be underemphasized. In all of these areas there is need for specially selected teachers whose special education adequacy fits them to undertake a most important piece of social-service work. The teacher prepared for normal classroom instructional service cannot and should not be expected to render the type of service essential to these different groups of children. Aside from the techniques of learning, the additional skills and the vast background of peculiar characteristics of each of these groups that must be known, the special class teacher must have a peculiar adaptability.

The teacher of nutrition classes is familiar with all the ordinary processes of the average classroom. She knows the course of study, she is familiar with the techniques of teaching, she has adequate knowledge of the necessary techniques and more than this, she knows child life. The instruction of such a group involves proficiency in occupational therapy and an aptitude for elementary arts and crafts work so that instruction may be motivated by rich experiences. The teachers in these nutrition classes must have a rich background in public health work, in addition to all these knowledges and skills. A knowledge of the activities of all the agencies that contribute toward the improvement of these children and contribute to a complete understanding of the attempts made to rid society of the causes which create these very classes is essential. The teacher cannot merely be satisfied with rendering adequate instructional service to these children. Knowledge of the relationship of cause and effect is essential.

Special class teachers who open the books of literature to the children in sight conservation classes render society a distinct service aside from the service rendered the child. This is no ordinary task. The patience and faith that such teachers must have can only be appreciated from direct observation of teachers actually employed with children in sight conservation classes. And here, as in other special groups, there must be an unabiding faith in the belief that behind the screen lives the normal child. The qualified teacher must have the additional knowledges and skills that come only from special education in the field. The special methods are unique and tedious application is necessary to acquire them.

Teachers of the deaf and the blind have their opportunities, too. Not many school districts have organized such classes nor has it been determined definitely whether homogeneous grouping of such children is the better plan. But whatever the plan is, the opportunities of the teachers in each field remain the same. How can the world of art and literature and music be made real? Aside from these major problems, that of developing economic competence is vital. Proper social adaptability can make of these two groups either social

liabilities or social assets. The teacher can be the determining factor. If half the energy now spent on adult care of persons in these two fields was spent in early recognition of these cases and adequate provision with specially prepared teachers made for their education, infinitely better social results would be obtained at considerable cost. Both the blind and the deaf have normal mental processes. Both groups are capable of benefiting from educational opportunities but the start must be made early and under conditions peculiar to the required techniques and skills.

The special class teacher plays an important role in the economy of public school administration. Such additional salary as may be paid to her because of special education on and beyond that which is required of every other teacher, is a saving in the long run. It is nothing but a short-sighted policy for any district to unnecessarily reduce the number of special classes. It is equally unfair to society and to the children in particular, to require teachers to teach special classes without consideration of the personalities of such teachers and the special education essential. Any public school district that follows such a narrow policy merely prepares the way for a larger delinquency problem later on. Such school districts evade their responsibilities and society becomes burdened with a problem so long neglected that adjustment is almost impossible except with huge expenditures of public money for the construction of correctional institutions, hospitals, penitentiaries, etc. The adjustment of the atypical children to normal situations decreases delinquency at the more advanced age level.

The Commonwealth of Pennsylvania recognizes the principle, and to encourage the establishment and the maintenance of such classes, it grants additional subsidy where such classes are organized and approved in terms of the standards of the State Council of Education. The special subsidy not only assumes classification of pupils but also assures equipment to carry on the peculiar type of service. The State requires that the teacher be specially prepared for this important social-educational work. This special education should be in addition to that which every teacher finds necessary to carry on a normal teaching situation. Teaching experience in this field should be restricted to teachers who have had a minimum teaching experience with normal children and who have, in addition, completed the required education. The additional subsidy granted by the State should guarantee continuity of service in a field not only more difficult but less attractive than a normal teaching situation. Continuous service makes for better teaching situations and at the same time stimulates additional professional growth on the part of the teacher. It is reasonable to insist that the special subsidy be used with specific reference to the purpose for which it was originally intended. It should not be used to relieve the normal budget of the school district.

That adequate provision can be made for the education of special class children, standards for the organization and administration of

special classes have been established. These standards deal with the location of classes within a school building, of what children such classes shall be constituted, size of classes, conditions of admission and discharge of pupils, equipment to establish proper instructional service, courses of studies and methods of instruction, together with legal requirements for the certification of special class teachers.

While the teacher of children in speech correction classes may not appear to encounter the same difficulties as those in other groups, yet, these difficulties are different only in kind. It is essential that such teachers be familiar with the anatomy of speech organs, phonetics, psychology of speech, and innumerable other backgrounds. Where children in this area are neglected, there follows inevitably cases of social isolation and delinquency. The early recognition of such cases and the instruction of such children with competent teachers results in permanent cure in practically every instance. These children reestablish themselves with the group and begin normal living. Here, too, patience, faith, and accurate information are essential. To expect the average teacher to undertake this important work of rehabilitation is worse than short-sightedness. This special program prescribed for the education of speech correction teachers will receive greater and greater emphasis as teachers become more and more competent in this field. School boards will see the economic value as well as the social values that result from effective work in this field. To remedy speech defects, is as important in the education of children as it is that they shall know where the large cities are located in the United States—perhaps, far more important.

The education of the crippled children seems to be more necessary than that of his non-handicapped brother. Crippled children are deprived of normal recreational and play activities and of necessity live in a restricted environment. They are unable to explore the world in which they live as freely as children whose bodies are whole. The environment which immediately surrounds them, therefore, must be brought to them or they must be conveyed to it. Crippled children must get a great deal of their recreation through reading and sedentary activities. Therefore, their education becomes all the more insistent. The teacher must have that fine sense of feeling which develops from a thorough knowledge of the service significant of the problem. Orthopedic children can be made economic assets to a community. They can enjoy all the worthwhile things of life. Give the teacher adequate equipment and thorough education and children in this group will respond like any other normal group.

E. VOCATIONAL CLASSES—EDUCATION OF TEACHERS

The matter of educating teachers for the vocational fields presents a number of problems some of which are difficult but possible of solution. It is necessary, however, to think constantly in terms of desirable objectives. A teacher-education program must first con-

centrate on the education of a man or woman for the task of leading young folks to a realization of the fullness of life and then stimulate in these young folks a desire for economic independence and proper social adjustment. The teaching of subject matter in any system of public schooling is essential, but the development of the individual into a self-reliant member of a community is paramount. What instruction a teacher gives in a classroom is incidental to the influence which the teacher exerts in bringing about the acceptable aims of education.

The basic professional education for the vocational teacher must be defined in terms first of that education which is desirable for all teachers; and second, that education which is desirable for the vocational teacher. Vocational teachers have been classified in the following sub-divisions; agriculture, trade, home economics, and industrial. In the matter of providing basic-professional education for each group, courses may be conveniently classified as follows: professional, content, and professionalized subject-matter courses. Professional courses are those which have to do with the art and science of teaching and included within this group are certain fundamental courses which every teacher, irrespective of the subject which he teaches, should be obliged to take. Introduction to teaching, educational psychology, educational sociology, history of education, organization of subject matter, technique of teaching, etc., are classified. Subject-matter courses are, for convenience sake, included under content courses such as social studies, mathematics, sciences, and are offered with the aim of securing greater mastery of content material.

Professionalized subject matter courses emphasize both the content and the professional aspects in the same course, and every subject taught is coordinated and arranged with reference to the fundamental purposes of public school education. Some hold that any courses that do not carry an actual or a potential increment of functional service for a prospective teacher cannot be justified in a teacher-education curriculum. In other words, scholarship and culture are to be attained through the realization of a vocational purpose and not through general knowledge. The purpose of basic professional courses is the same whether they are given as isolated extension courses, correspondence courses, or resident courses within a regularly defined curriculum for the education of vocational teachers. Approved institutions should offer an education, usually, although not necessarily, interpreted in terms of four years based on a four-year secondary school education.

This education need not be preeducational for service, but should be completed in small increments of education combining both pre-service and in-service courses.

Although it has been the practice in the Commonwealth of Pennsylvania to accept trade experience in lieu of elementary and secondary school education, this practice is soon to be discontinued. Trade

experience from four to seven years will be insisted upon but in addition, adequate professional education will be required. The practice of accepting trade experience in lieu of schooling was initiated when trade teachers were difficult to secure, but since the compulsory school law has become operative and the general need for basic education as a prerequisite for all types of social participation has been recognized, the industries are now urging both elementary and secondary school education as a prerequisite for employment. If the trades themselves demand this standard of preeducation for a trade, is it not fair to insist on an adequate period of education beyond the secondary school, not only in further knowledge of the trade itself, but in a general academic background and a professional education for those who are to teach in all types of vocational schools? Trade experience is something different from secondary school education as secondary school education is different from trade experience. The two are not comparable and even in great emergencies such as scarcity of teachers in particular types of activities, it is questionable whether one should be accepted for the other. One should not compare college education to a prolonged trade experience or compare trade experience with a college education; the two are entirely unlike, without points of comparison. The trade teacher must have a prolonged trade experience to do his work well, but to interpret American public education to the future citizens, it is essential that in addition to this prolonged preparation, the aims of public schooling must be known to him in terms of its objectives and that, in addition to the ability to interpret American education to those who pay the bill, the teacher, whether he instructs in the subject of Greek or in the field of rural agriculture, in European History or in plumbing, must know the students in terms of the men and women which they are to become and know them in terms of the part they are to play in the civic, industrial, and home life of the adult.

To provide adequate opportunities for vocational teachers the following types of education should be considered:

1. Extension courses
2. Late afternoon, evening, and Saturday classes
3. Intensive summer courses
4. Regular summer session courses
5. Special conferences
6. Correspondence courses
7. Individual help on the job

Except in large cities where it is convenient for vocational teachers to attend courses on the campus of an accredited teacher preparation institution, resident courses extending through a prolonged period from two to four years have not been found very satisfactory. This is not true, however, in the field of homemaking or in agriculture where fully developed four-year curricula may be made available to

those who desire to prepare themselves for teaching in either field. But in the field of industrial education where a young man enrolls in a four-year curriculum and spends this time continuously in the institutions it is seldom found to produce the best results. Resident curricula should be provided by the approved teacher education institutions, but open only to those skilled mechanics who can afford to spend this time in the institutions. It is fundamentally sounder to provide units of courses which may be completed by skilled craftsmen in one of the seven ways indicated above.

Where it is not possible for groups of teachers to attend resident courses in an accredited institution, the accredited institution should send its experienced teacher-educators to such places either within the school district or distant from the city where a group of ten or more vocational teachers can conveniently meet. Courses so offered should consist of various units out of the State plan and focus on the ultimate completion of concurrent and sequential courses so organized as to lead to the completion of a curriculum which is necessary to successful teaching in a given field. The completion of these courses does not primarily provide a method by which a teacher may earn a degree or a diploma, nor should such a program be interpreted as a short cut to a college education. It does not necessarily relate to grades, semester hours, diplomas, or licenses to teach. In these extension courses emphasis should be placed on the program because it brings to the vocational teachers in service the benefits of a richer experience and a clearer and saner understanding of the teacher-problem. This education comes while the teacher is actually employed on the job.

Institutions approved for the education of vocational teachers must hold themselves ready to serve groups of vocational teachers within reasonable travel distance and where homogeneous groups can be conveniently brought together. Whether the extension class is held immediately following the school day session, in the evening, or on Saturday, the instructor must bear in mind the obligations involved. These extension courses are attended at a great sacrifice on the part of the teacher. Whatever message is brought must be stimulating, applicable, and worthwhile. Wherever such extension work is of the right sort, specific professional improvement is made possible with a minimum of expense and energy on the part of both teacher and teacher-educator. A careful study by the person charged with the formulation of the State Teacher Education Program of the area to be served will disclose local needs, and the courses offered can be made adaptable to serve such local needs. Not only can basic professional courses be brought to teachers who otherwise may not be in a position to profit by contacts with teacher-educators in resident courses, but academic courses may be made available where there is inclination on the part of the skilled vocational worker to secure in addition to his basic professional education, the basic academic education expected of every fully educated teacher and ulti-

mately leading to his graduation from an accredited institution. The future vocational teachers will not only have competent trade experience of some seven or eight years including his apprenticeship, but he will have a secondary school education and a college education as well. The general attitude of craft-unions throughout the United States will bring about this standard, even though there be some of us who are not convinced that such a standard will be most beneficial for teachers in vocational fields.

It is desirable to maintain homogeneous groups of vocational teachers in the types of classes where basic education is offered. This plan is to be encouraged, although at the present time the inclusion within a group of vocational teachers of a negligible number of non-vocational students, may give an interesting balance to a class and will challenge the ideals of both groups. But it should be borne in mind that aside from this, the specific education is defined for vocational teachers.

Teacher education courses offered through extension should be made available where it is accessible to those who need to be educated. In Pennsylvania five institutions are designated for the purpose of carrying out the vocational teacher education program. The budgets of these five institutions are directly controlled by the Department of Public Instruction. The vocational teacher education program is approved by both the officials responsible for general teacher education and those responsible for the maintenance of adequate vocational standards in the State. Periodic checks are made both in the field and in the institutions on the efficiency of the program. It would be uneconomical for a large state to try to conduct its vocational teacher education from one center. Therefore, the State has been divided into three sections; eastern, western, and central, each of which is served by one of the approved institutions. One institution centrally located maintains a large school of agriculture; it is charged with the responsibility of educating teachers of agriculture and of maintaining an in-service continuing teacher-education program. The vocational teacher education staff in agriculture offers an approved four-year curriculum for the education of such teachers and the curriculum is so arranged as to give to the undergraduates a thorough fundamental education in technical agriculture with sufficient amount of professional courses to enable him to organize and present his agricultural information. All new teachers are followed up with a program of in-service education during the first year of teaching.

Where it is possible to enroll vocational teachers in late afternoon, evening, or Saturday classes in an accredited institution in courses offered on the campus, particularly in the industrial field, there is a tendency to break down the so-called abhorrence for an academic atmosphere and the tendency is to destroy entirely an unwarranted inferiority complex. Competent mechanics employed in teaching shop work will cultivate a desire for personal contacts with fellow

teachers, and they will be made to recognize the value of practical experience which when supplemented with a broader education makes them more valuable to the school district in which they are employed. Their interests are aroused in related fields and they become more convinced than ever of the profoundness of their work; a new world opens before them, and the learning of a trade takes on a new significance.

Intensive summer courses are helpful in providing an opportunity for the basic professional education for vocational teachers. Such programs may be conducted from one to four weeks' duration and should cover the entire day. These short and intensive courses have proved more satisfactory where teachers are involved who might not be able to attend extension or resident types of teacher-education programs. They are not very effective in producing a lasting result. These intensive courses do, however, permit an inter-change of ideas and the fraternizing of teachers from an area which on the whole has a tendency to move forward a professional program. Good results follow when specific problems are considered. Whatever courses are offered in these intensive programs, they should be of the same high quality and standard of both resident or extension courses and should bring to the teachers enrolled whatever recognition is extended for any other course completed in the State program.

Regular summer school courses permit the organization of homogeneous groups of vocational teachers. Uncontrolled mixed enrollments in such classes tend to minimize the vocational aspect of the course provided and should be carefully guarded against. Where definite groups of vocational teachers can be so organized there is offered an excellent opportunity to develop a professional spirit among the vocational teachers from various places within the State. But it will be possible to do certain types of professional teacher-education work only where these groups are homogeneous. Summer school courses are not designed for evening school teachers, but primarily for all-day teachers. Recreational opportunities as well as opportunities for professional improvement should be part of approved summer school courses.

Faculties for the purpose of offering summer school courses should be recruited largely from experienced vocational teachers who bring a stimulating influence direct from the field. The best available instructors may be recruited for this purpose. Not only does the personality of such a faculty act as a magnet for vocational teachers, but also has a wholesome effect on the resident faculty engaged in vocational teacher education.

It has been found very helpful to develop special conferences for the purpose of promoting intelligent thinking along specific problems involved in vocational teacher education. Leadership in these professional conferences should be assumed by those responsible for teacher education in their service area. Staff members of the State Department must cooperate to make these meetings fruitful. These

conferences should be held both regionally and at a central place. While there may be a tendency to provide speakers of a general character at such conferences, the general policy should be to place some one in charge of the conference who will act rather as a chairman of the group, permitting vocational teachers in attendance to express themselves as active participating members in the conference. When properly guided such conferences provide an opportunity for an interchange of ideas, a chance to disclose intricate problems, and the worth-whileness of basic teacher-education programs. The presiding officer must see to it that every member actively participates in the discussion, and where such conferences are carried on by experienced leaders with a group of homogeneous teachers together with adequate follow-up work, such conferences can be a tremendous assistance in providing basic preparation for vocational teachers.

There may still be a need to reach the individual teacher in the vocational field who can neither attend an extension class, a resident class, a summer session, or evening courses. The correspondence courses have been developed for this purpose. Considerable doubt exists in the minds of those in charge of teacher education programs as to the value of this type of service, although the fault may be with the administration of such courses rather than with the courses. The use of correspondence courses should not be encouraged by accredited institutions except as a last resort.

There still remains the matter of giving individual help to the teachers on the job. This is not conceived as a function of a teacher education institution because of the many difficulties involved in the successful administration of such a plan. The local superintendent of schools, who is the agent of the Board of Education and is responsible for educational policy, must possess clear cut lines of responsibility; while agencies not directly responsible to him may carry out a fruitful program; in the long run, it is safer to place complete responsibility for supervision in the hands of those directly responsible to the superintendent. A clear distinction in such a program must be made between supervision and teacher education. The task of the local supervisor is to give individual attention and specific assistance to the teachers in service, but with the present tendency in the American public schools to minimize "snoopervision" and increase greater efficiency in the individual worker, it is questionable whether this type of teacher education should be much encouraged.

Although the State Department of Public Instruction delegates its vocational teacher education program to five institutions under State control, the responsibility for carrying out the program rests with the Department of Public Instruction. Every course for the professional improvement of vocational teachers must be approved by the Department of Public Instruction, and this is always done in conference with the bureaus responsible for teacher-education and for vocational education. A detailed analysis is required of the enrolments, length of course, name of teacher, and where the course is to be

given. A "control-chart" is used in connection with each institution approved for vocational teacher education and only those courses which have been approved may be given at the places designated if Smith-Hughes funds are to be used for subsidizing these courses. It frequently happens that requests come directly to the Department of Public Instruction from superintendents, requesting specific types of courses for vocational teachers working within their district. It then becomes necessary to assign a member of the instructional staff of one of the accredited institutions to this school district and provide the type of course which, in the light of the judgment of the superintendent, will best serve the needs of vocational teachers employed within the school district.

Through personal visitation by members of the Department of Public Instruction and regular reports, the State Department is kept informed as to the effectiveness of its vocational teacher education program. Each institution, through its director of vocational teacher education, is required to submit periodic reports concerning the progress made.

In conclusion, it must be borne in mind that industrial teachers in accredited institutions will, in turn, prepare teachers of trades; complete familiarity with at least one trade is part of the essential equipment of such an instructor. In the vocational-home economics field, teacher education must have the necessary vision to recognize homemaking as a vocation; those who are engaged in the education of teachers for the field of vocational agriculture must recognize that the concrete objective is to prepare young men who will, in turn, desire to enter the field of agriculture as a vocation and not primarily as an avocation. Where the vocational teacher educators, working out from accredited institutions, have this vocational basis together with an appreciation of the five-fold aim of a public school system, such education will achieve that which it hopes to realize.

F. In-Service Teacher Education

The success of any in-service program is directly related to the ability of the responsible administrative officer to create a desire within the teachers themselves for improvement. When this responsibility falls in the hands of sympathetic, progressive officers of a system, its objective is usually realized and the plan becomes a dynamic force for good within the system. Incentives such as bonuses, salary increases, promotions, and the like, are frequently held out by school boards to stimulate teachers to continue their education in service. These frequently help, but they cannot adequately create the desire for self-improvement except in a very artificial manner. No greater stimulation is to be found than the exercise of professional leadership on the part of the superintendent

and other supervisory officers. They must know the needs of the teachers before determining the types of education to be prescribed. The younger and inexperienced teachers will require more or less formal courses to establish themselves in the profession while the older and more experienced teachers will want to specialize in their fields of interest. Before any such program is launched a careful analysis should be made of the standards of education of the teachers involved, so that proper devices best suited to the situation can be determined.

In-service education need not necessarily be related to credits, semester hours, diplomas, certificates, all of which are usually associated with institutionalized educational establishments. In any such scheme emphasis should be placed on the program because it brings to the teacher in service richer and deeper experience, clearer and saner understanding of her problem; it comes while she is actually employed as a teacher of children. Whatever plan is used it ought not to be primarily the method by which a teacher may earn a degree or diploma; when the program is interpreted as a short cut to a college education, the plan becomes quite frequently worse than useless, if not dangerous.

The time is not far distant when new entrants to the service will all have completed the so-called basic education for the profession, a four-year professional education based on a recognized secondary school course. Many superintendents now insist on this level of education for the elementary teachers. In-service education will then move the emphasis from "courses" to "children;" from "theory" to "fact;" from the "four walls of the classroom" to "actual life."

It is generally agreed that the mere fundamentals of the teachers' equipment are laid down in the teacher education institutions and that the limited time provided for this makes necessary the development of agencies that will carry on the education of the inexperienced teacher after entrance into the service. Complete preparation in the institutions is impossible before teaching begins. The recent graduate lacks the experience out of which a philosophy of education may develop and without which effective teaching is impossible. She has only the negligible minimum amount of student teaching that is provided in the teacher education institution. Perhaps most important of all is the recognition of the fact that all teaching is continually reaching out and attempting to solve new obligations to keep abreast of its new developments. The statement that when one ceases to learn one ceases to teach still holds true, and it is equally true that the real joys from teaching can come only to the person who maintains a learner's attitude toward his work.

In the development of an in-service education program we should have adequate information as to how the average teacher uses her time. The teacher who gives ten or twelve hours daily to school and community work can hardly be expected to contribute much toward a program provided for additional education while in ser-

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vice. Due consideration must be given to this fact by administrative officers in planning after-school in-service education programs.

There should be no encroachment on the recreation and rest periods of the teacher and this time should be entirely devoted to things not necessarily related to the profession; the tendency on the part of administrative officers to encroach on these recreational periods is not in the right direction.

There are innumerable available arrangements recognized as appropriate devices for in-service teacher education. Every teacher can find an appropriate means of improving her professional status. Below is a partial list of such arrangements now sanctioned by good usage and approved practice and representing largely the development of the in-service teacher education program in this Commonwealth. Some of these devices are totally dependent on administrative and supervisory officers for successful operation while others depend on leadership found in our education institutions. But the availability and efficiency of any device is directly related to the inner urge of the teachers for a deeper and richer understanding of their work.

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| 1. Professional and cultural reading | 12. Professional organizations |
| 2. Inter-term school | 13. Adequate salaries and pensions |
| 3. Correspondence study | 14. Permanent tenure |
| 4. Extension study | 15. Constructive supervision |
| 5. Self-rating | 16. Opportunity to visit other teachers |
| 6. Institutes and meetings | 17. Participation in administration and in planning policies |
| 7. Research and investigation | 18. Recognition for contribution to the school |
| 8. Travel | 19. Occasional leaves of absence |
| 9. Participation in community affairs | 20. Demonstration classes |
| 10. The use of standard devices of measurement | |
| 11. Community cooperation and appreciation | |

Many of the programs listed are of the traditional type and require little further explanation but it seems appropriate to emphasize one of the devices for in-service education appearing in the list; namely, travel.

School districts will more and more encourage well organized field trips. One can vision such an in-service education experiment that will cover the ground which the grade teacher reviews in her course of study. History will be seen on the "American History Field Trip" through New York, Philadelphia, Washington, and Richmond. On such trips teachers will travel in comfortable motor coaches through hundreds of historic miles. Units of work will be carefully planned so that all points of interest receive proper emphasis.

Significant events of the American Revolution along the middle Atlantic Seaboard can be studied. Important phases of the War of 1812 in the regions of Washington and Baltimore may be studied first hand. The high spots of the Civil War will be discussed by competent instructors provided either by the school district or the university conducting the trip. The teachers visit for the first time the historic shrines associated with those about whom they have been reading and teaching: Washington, Franklin, Hamilton, Grant, and Lee become real characters instead of mere names in the history book. This is "observational-history" and is a type of in-service education that merits more and more consideration on the part of administrative officers.

For teachers who wish to enlarge their historic background, trips of this sort are both effective and economical. The fact that these trips might be combined with college education makes them particularly attractive for teachers who wish to discharge their college requirements and at the same time secure the deeper and richer experience. This in-service type of education should require field notes, readings, and examinations.

The motor coach is bound to play a more and more important role in the development of in-service education programs. Transcontinental field trips will not be uncommon in the future and it will be no unusual sight to see teachers leave by special modern motor coaches designed for transcontinental travel on their way through Niagara Falls to Chicago, Yellowstone Park, Los Angeles. Detailed arrangements will be made for observation of the chief points of interest along the route; the geography teacher will observe the shipping docks along the Great Lakes, the irrigation farming and industrial development of the country and there will be instruction by qualified members of the teacher-education institutions. The class will interpret and observe the physiography, the agriculture, and the industries of the regions traversed. Field notes will be taken and organized into systematic reports. This type of in-service education should be encouraged by administrative officers.

In Pennsylvania not much has been done in the development of field trips for Pennsylvania teachers. One of the larger New England universities announces a "New England Field Trip for New York State Teachers." The six New England states are included in the itinerary and the centers of chief historic interest in New England will be visited. It is suggested that a Pennsylvania institution provide a Pennsylvania trip for Pennsylvania teachers. The itinerary could well include the Wyoming Valley, the Juniata Valley, the Lackawanna Valley, all rich in historic interest. But there are other field trips provided for teachers. There is one university announcing a Canadian trip for Connecticut teachers and still another making a preliminary announcement of a Caribbean field trip for the summer of 1939. Should not every teacher of Latin-American Geography be urged to complete such a trip as part of her in-service education?

Wherever such in-service education is developed educational institutions must insist upon field notes under the direction of a competent instructor and such preliminary readings and study as may be outlined. A certificate with a statement of the courses and grades received should be furnished by the institution and since these field trips are a part of the summer school work they should count as resident courses. Teachers who complete such tours bring home to the classroom material of immediate value. Tourist bureaus, transportation companies, chambers of commerce, and other business houses are providing illustrated pamphlets, booklets, maps, charts, posters of great variety which bring life into classroom teaching.

In brief, whatever program is devised by a school district to encourage the future professional growth of teachers in service; emphasis must be placed on the importance of strengthening weaknesses and deficiencies in education and personality; providing the teacher with opportunities to enlarge her knowledge and skills along the line of her daily work and the addition of new knowledge and skills to meet new demands; enriching the general cultural life through literature, history, art, music; and then, to encourage individual contribution on the part of the teacher to professional improvement through committee work, writing, and investigation.

III

CERTIFICATION STANDARDS

A. School Laws of Pennsylvania

ACT 486, July 1, H. 1055 amends Clause 23 of Section 1210 of the School Laws by authorizing the Superintendent of Public Instruction to refuse to release after July 1, 1938, payment of any appropriation due from the Commonwealth to any district hereafter failing or refusing to pay to the members of its teaching and supervisory staff the full rate of salary to which they are now entitled by law.

Section 1301—Every teacher in the public schools of this Commonwealth must hold a provisional, professional or State certificate, which shall set forth the branches or fields which its holder is entitled to teach, and which shall be issued as herein provided; but no teacher shall teach in any public school in this Commonwealth, any branch or field which he has not been properly certificated to teach.

Section 1324—Before entering upon the work of teaching, every holder of a permanent, special or State certificate, of any kind, shall present it, for registration, to the proper superintendent, who shall record its kind, number and date of issue, together with the branches which it covers. Whenever new branches are added to any certificate, these shall be added to the record upon presentation of said certificate to the superintendent.

Section 1201—Paragraph 14—After the first day of September, one thousand nine hundred twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule.

Section 1210—Paragraph 12—Only those persons holding one of the following certificates shall be qualified to teach in the public schools of this Commonwealth: College permanent certificate, college provisional certificate, normal school diploma, normal school certificate, special permanent certificate, special temporary certificate, permanent State certificate, certificates which are permanent licenses to teach by virtue of the provisions of Section one thousand three hundred eight of this Act as amended, or such other kinds of certificates as are issued under the rules and regulations of the State Board of Education or State Council of Education. The State

Board of Education shall also provide for the issuance of certificates by county or district superintendents, to meet such emergencies or shortage of teachers as may occur.

Section 5306—Any person who shall (a), for the purpose of misrepresenting his qualifications to the Department of Public Instruction or any professional examining board within said Department, buy, sell, or fraudulently or illegally make or alter, give, issue, or obtain any diploma, certificate, or other instrument purporting to confer any literary, scientific, professional, or other degree, or to constitute any license, or to certify to the completion in whole or in part of any course of study in any university, college, high school, academy, or other education institution; or (b) personate or attempt to offer to personate another person in taking, or attempting or offering to take any examination held in accordance with the rules of the Department of Public Instruction or of any of the professional Examining Boards within said Department; or (c) take, or attempt, or offer to take such an examination in the name of any other person; or (d) procure any other person falsely to take, or attempt, or offer to take any such examination in his name; or (e) have in his possession question papers to be used in any such examination when not contained in their sealed wrappers, or copies of such papers or questions at any time prior to the dates set for such examination unless duly authorized by the Department of Public Instruction or the agents thereof; or (f) sell or offer to sell question papers or any question prepared for use in any examination held in accordance with the rules of the Department of Public Instruction or any professional examining board within said Department; or (g) use in any such examination any question papers or questions or secure or prepare the answers to such questions prior to the time set for the examination; or (h) transmit to the Department of Public Instruction answers to questions used in any such examination which are prepared or written outside of the period of examination, or alter any such answer after such period is closed; or (i) secure or attempt to secure any credential regularly issued by the Department of Public Instruction or any professional examining board within said Department which is based upon such examinations or based upon a course or courses of study in any institution of learning or educational institution approved by the Department of Public Instruction which he has not actually passed or completed, shall be guilty of a misdemeanor, and upon conviction thereof shall be punished for a first offense by a fine of not less than fifty dollars, or imprisonment for not less than thirty days, or both such fine and imprisonment; and for a second or subsequent offense, by a fine of not less than two hundred and fifty dollars, or imprisonment for not less than six months, or both such fine and imprisonment. (Act of April 2, 1925, P. L. 122.)

B. General Qualifications

The School Laws specifically require that every teacher must be:

1. At least eighteen years of age.
2. Of good moral character.
3. In sound physical and mental health.
4. Not in the habit of using narcotic drugs or intoxicants.

SCHOOL LAWS OF PENNSYLVANIA

Section 1201—The board of school directors in every school district in this Commonwealth shall employ the necessary qualified teachers to keep the public schools open in their respective districts in compliance with the provisions of this Act.

Section 1202—Every teacher employed to teach in the public schools of this Commonwealth must be a person of good moral character, and must be at least eighteen years of age.

Section 1203. The board of school directors in every school district in this Commonwealth may employ such special teachers, qualified as herein provided, as they may deem necessary for any of the public schools or departments thereof in this district.

All certificates are issued on credentials of approved education. Examinations will be held only when it is impossible to evaluate credentials.

Courses completed through correspondence after September 1, 1932, will not be accepted for credit in the discharge of the certification regulations.

All certificates valid in day schools are equally valid in evening schools except where the scope is specifically restricted.

Certification will be denied where an applicant is markedly deficient in the use of English, either oral or written.

CITIZENSHIP

Act 479, July 1, S. 1041 amends Section 1202 of the School Laws by requiring that all teachers must be citizens of the United States provided that such requirement may be waived in the case of exchange teachers not permanently employed and in the case of teachers employed for the purpose of teaching foreign languages.

ACT 481, July 1, S. 606 provides for sabbatical leave for teachers. The provisions of the Act are effective September 1, 1937. It is to be noted that this law does not carry with it blanket authorization for the granting of a leave of absence to all teachers but restricts eligibility to those who have taught in the public schools of this Commonwealth for

ten years or more. Those who have taught for a period of at least ten years are entitled to receive their first sabbatical leave and at each subsequent period of seven years they are entitled to receive another sabbatical leave. The period of the leave of absence may be either one semester or one full school year, at the option of the teacher.

C. How to Apply for a Certificate

Certificates to teach in the public schools are issued when applicants have completed the required academic and professional education, and in addition, have made application on a certificate application blank provided by the Department of Public Instruction. This form makes provision for the official application, for the character certificate, for the health certificate to be signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania, record of professional experience, educational record, a transcript of approved education, sealed and signed by a responsible officer at the institution where the college education was completed. Transcripts of approved education must be from colleges and universities which are accredited for teacher education purposes and whose curriculums are approved for the type of certification desired by the applicant.

Secure from the Department of Public Instruction a Certificate Application Blank and a Transcript of Approved Education for each institution of post-secondary school grade attended.

The Transcript of Approved Education must be filled out by a responsible official of the institution attended, the seal of the institution placed thereon and returned to the Department of Public Instruction by the applicant with the Certificate Application Blank properly filled out.

All of the information requested must be supplied in order to insure evaluation of credentials.

Responsibility for the filing of credentials rests with the applicant.

D. Basic Requirements

1. For all certificates herein mentioned, the completion of an approved four-year secondary school curriculum is a basic requirement.
2. In addition to a thorough general education, the applicant must have completed a sequence of courses which have been selected to give the proper background for teachers in the elementary field or the subject areas of the secondary field.
3. The philosophy of education applied to the art and technique of teaching shall be considered as basic professional education for all types of teaching.

4. While the Department of Public Instruction does not possess the means of measuring the personality of the applicant for a teaching certificate, this definite responsibility rests with the institution of higher learning.
5. Certificates to teach are not issued merely upon records; it is assumed that the responsible officials of accredited institutions of higher learning certify to the competence of the applicant on the official transcript submitted to the Department of Public Instruction.

E. Kinds of Certificates

1. The minimum qualifications required by law to entitle a teacher to the full benefits of the salary schedule when the standards were adopted December 19, 1921, included not less than graduation from a State normal school of this Commonwealth or equivalent approved education.

All persons holding one of the following certificates shall be considered to have these minimum qualifications:

1. Provisional College Certificate
 2. Permanent College Certificate
 3. Normal School Certificate
 4. Normal School Diploma
 5. Special Temporary Certificate
 6. Special Permanent Certificate
 7. Permanent State Certificate
 8. Standard Certificate
2. Certificates now issued are as follows:
1. Standard
 2. College
 3. Emergency
 4. Superintendent's Commission
 5. Supervising Principal's
 6. Principal
 - a. Elementary
 - b. Secondary

F. Specific Requirements for Certificates

1. Standard Certificates
 - a. Adult Education—Extension Standard
 - b. Distributive Trade Education
 - c. Elementary—State Standard Limited
 - d. Home and School Visitors
 - e. Public School Dental Hygienists
 - f. School Nurses
 - g. Vocational Extension Education
 - h. Vocational Industrial Education

2. College Certificates

- a. Elementary
- b. Secondary

c. Extension of Valid Certificates for

- (1) Classes for Blind
- (2) Classes for Deaf
- (3) Classes for Gifted Children
- (4) Guidance, Guidance Counselor
- (5) Non-English Speaking Classes
- (6) Nutrition Classes
- (7) Orthogenic Classes—Mentally Retarded
- (8) Orthopedic Classes
- (9) Sight Conservation Classes
- (10) Speech Correction Classes
- (11) School Librarians

3. Emergency Certificates

4. Superintendents' Commissions

5. Supervising Principals

6. Principals

- a. Elementary
- b. Secondary
- c. Teaching

G. Certification for School Psychologists and Psychological Examiners

1. Standard Certificates

a. *Adult Education*

Requirements for Extension Standard Certificate

- Temporary Extension Standard
- Permanent Extension Standard

Temporary Extension Standard

This certificate is to be issued by the Superintendent of Public Instruction upon the request of the county or district superintendent under whose authority the applicant is to teach and entitles the holder to teach special interest fields in the designated county or district for a period of one year.

The special interest fields include:

Literacy and citizenship education

Parent education

homemaking

family relationships

mental hygiene

child development

home nursing and hygiene

Adult recreation

community center su-
pervisions

athletics, sports and
games

vocal music

pictorial art

design arts

art appreciation

Playground administration

instrumental music

music appreciation

sculpture

handicrafts

dramatics

Adult civic education

Worker's education

Adjustment counseling

Applicants for this form of certificate must hold a valid standard certificate to teach in either the elementary or secondary field, or must have completed two years of post secondary school education, or its equivalent in education or experience, or both.

This certificate may be renewed for a period of one year upon a rating of "low" or better and evidence of the satisfactory completion of approved required special education.

These regulations govern the certification of teachers for the Adult Education Program and do not relate to the certification of full-time teachers of children of compulsory school age.

Permanent Extension Standard

The temporary extension standard certificate will cover the immediate needs for the certification of teachers in this field for this year. Committees are now at work studying the matter of what experience and education should be recommended for the renewal of the temporary extension certificate and the validation of this certificate as a permanent certificate.

b. Distributive Trade Education

CERTIFICATION OF LOCAL SUPERVISORS AND TEACHERS OF DISTRIBUTIVE EDUCATION

1. QUALIFICATIONS OF SUPERVISORS—Directors of Distributive Education and Coordinators of Distributive Education.

A. *Distributive occupational experience*

The supervisor shall have at least two years' experience in some one line or kind of distributive occupation, a part of which time shall have been in a managerial capacity in some one line or kind of distributive business.

B. *Teaching experience*

The supervisor shall have two (2) years of full-time teaching experience in the field of distributive education in the public schools or in distributive organizations.

C. *General Education*

The supervisor will have graduated from an accredited institution with majors in distribution, marketing, business administration or education. In determining experience in distributive occupations, employment for less than six months in one line or kind of distributive business will not be considered.

D. *Professional education*

1. Supervisor of Distributive Education

The supervisor shall have twenty-four (24) semester hours in education above and beyond that required for a certificate for teachers of distributive subjects, sixteen (16) of which shall be in distributive education. In the event that the person does not meet the above requirements a temporary certificate shall be issued and he must satisfy the requirements for a supervisor's certificate within two (2) years after employment as a supervisor of distributive education. Twelve (12) of the sixteen (16) semester hours of vocational courses shall be as follows:

Required courses (twelve (12) semester hours) :

Technique of classroom supervision	2 sem. hours
Vocational education	2 sem. hours
Supervision of distributive education	2 sem. hours
Coordination of distributive education	2 sem. hours
Conference leading and education	2 sem. hours
Survey technique	2 sem. hours
Curriculum making	2 sem. hours
Vocational guidance	2 sem. hours
Methods in distributive education	2 sem. hours

2. Coordinator

The coordinator shall have twelve (12) semester hours in education above and beyond that required for a certificate for teachers of

distributive subjects. In event that the person does not meet the above requirements, a temporary certificate shall be issued, and he must satisfy the requirements for the coordinator's certificate within two (2) years after employment as a coordinator of distributive education. Six of the semester hours shall be in education selected from the following:

Technique of classroom supervision	2 sem. hours
Vocational education	2 sem. hours
Supervision of distributive education	2 sem. hours
Coordination of distributive education	2 sem. hours
Conference leading and training education ..	2 sem. hours
Survey technique	2 sem. hours
Curriculum making	2 sem. hours
Vocational guidance	2 sem. hours
Methods in distributive education	2 sem. hours

E. *Personality*

He shall have written evidence of demonstrated ability to develop and maintain cooperative working relations with teachers, school officials, trades people, and other groups involved in distributive occupations.

Director of distributive education and supervisor of distributive education certificates may be validated for coordinator.

2. QUALIFICATIONS OF TEACHERS OF EVENING CLASSES

This classification includes teachers recruited from industry and business who are engaged in teaching distributive occupational subjects on an evening extension class basis.

A. *Vocational subjects*

Documentary evidence of six years' occupational experience in the distributive occupations or kind of distributive business whose working practices are to be taught;

or

graduation from an approved school of secondary level and in addition four years' practical experience in the distributive occupation to be taught;

or

education in approved technical, distributive, or vocational schools of college level may be accepted in lieu of practical occupational experience of the kind specified above, year for year, up to a maximum of four years.

B. *Related subjects*

Teachers of related distributive subjects will be qualified and certificated as teachers of specified related distributive subjects, or of related subjects for specified classes of distributive workers with qualifications of one or the other of the following kinds:

1. Holders of standard vocational certificates:

- a. Experience for a minimum of two years as successful, competent teachers of subjects related to distributive education in approved secondary school or vocational schools complying with the standards of this State.
- b. A minimum of six clock hours of conference on methods relating to teaching vocational subjects, including conference leading.
- c. A minimum of six months of working experience in the occupation or line of business to which the instruction is related to provide an understanding of the application of the individual's special knowledge to the specific employment needs of those in the classes the individual is certificated to teach.

2. Professional, business, or technical experts having special knowledge needed in the distributive occupation to which their instruction is related:

- a. Continuous experience in either public practice or private employment for a minimum of two years in work requiring use of professional or technical knowledge needed by the distributive workers in the classes of the expert teachers;
- b. A minimum of six clock hours of conference on methods relating to teaching vocational subjects, including conference leading; or else
- c. Written outlines of the content to be taught showing the application of the expert's professional or teaching knowledge to the specific working activities of the workers in the classes the expert is certificated to teach. These outlines should be filed with the application for certification as evidence of the application of the expert's knowledge to the vocational needs of the classes he instructs.

3. QUALIFICATIONS OF TEACHERS OF PART-TIME SCHOOLS OR CLASSES

This classification of teachers includes teachers recruited from industry and business who are engaged in teaching distributive occupational subjects on an (evening) extension basis.

A. *Vocational subjects*

Documentary evidence of six years' occupational experience in the distributive occupation or kind of distributive business whose working practices are to be taught;

or

education in approved technical, distributive, or vocational schools of college level may be accepted in lieu of practical occupational experience, year for year, up to a maximum of four years;

or

graduation from an approved school of secondary level and in addition four years' practical experience in the distributive subject to be taught.

B. *Related subjects*

Teachers of related distributive subjects will be qualified and certificated as teachers of specified related distributive subjects, or of related subjects for specified classes of distributive workers with qualifications of one or the other of the following kinds:

1. Holders of Vocational Certificates

- a. Experience for a minimum of two years as successful, competent teachers of subjects related to distributive education in approved secondary school or vocational school complying with the standards of this State.
- b. A minimum of six clock hours of conference on methods relating to teacher vocational subjects, including conference leading.
- c. A minimum of six months of working experience in the occupations or line of business to which the instruction is related to provide an understanding of the application of the individual's special knowledge to the specific employment needs of those in the classes the individual is certificated to teach.

2. Professional, business, or technical experts having special knowledge needed in the distributive occupation to which their instruction is related:

- a. Continuous experience in either public practice or private employment for a minimum of two years in work requiring use of professional or technical knowledge needed by the distributive workers in the classes the expert teaches.

- b. A minimum of six clock hours of conference on the methods relating to teaching vocational subjects, including conference leading; or else
- e. Written outlines of the content to be taught showing the application of the expert's professional or teaching knowledge to the specific working activities of the workers in classes the expert is certificated to teach. These outlines should be filed with the application for certification as evidence of the application of the expert's knowledge to the vocational needs of the classes he instructs.

4. QUALIFICATIONS OF TEACHERS OF COOPERATIVE PART-TIME CLASSES

This classification of teachers includes teachers recruited from industry and business who are engaged in teaching distributive occupational subjects on a cooperative part-time basis.

A. *Vocational subjects*

Graduation from an accredited institution with majors in distribution, marketing, business administration, or education plus two years' working experience in the line or kind of distributive business the individual is certificated to teach;

or

graduation from an approved school of secondary level and in addition four (4) years' practical experience in the distributive occupation the individual is certificated to teach. A minimum of six (6) clock hours of conference on methods relating to teaching vocational subjects, including conference leading.

B. *Related subjects*

Teachers of related distributive subjects will be qualified and certified as teachers of specified related distributive subjects, or of related subjects for specified classes of distributive workers with qualifications of one or the other of the following kinds:

1. Certificated teachers of home economics, or of commercial, or of industrial, or of art, or of other subjects related to distributive education.
 - a. Experience for a minimum of two years as successful, competent teachers of homemaking, or of commercial, or of industrial, or of art, or of other subjects related to distributive education in approved secondary school or vocational schools complying with the standards of this State.

- b. A minimum of six (6) months of working experience in the occupation or line of business to which the instruction is related to provide an understanding of the individual's special knowledge to the specific employment needs of those in the classes the individual is certificated to teach;

or

- c. Written outlines of content to be presented showing the application of the individual's special technical knowledge to the specific employment needs of those in the classes the individual is certificated to teach.

c. Elementary-State Standard Limited

(* Standard Limited and State Standard Certificates)

REGULATIONS EFFECTIVE FOR STUDENTS WHO BEGIN
TEACHER EDUCATION SUBSEQUENT TO
FEBRUARY 1, 1939

* Students who begin their college or university education subsequent to February 1, 1939 will need to qualify for elementary or kindergarten-primary certification on the basis of the completion of an approved four-year elementary or kindergarten-primary degree curriculum including a minimum of six semester hours of appropriate student teaching. The completion of such curriculum will entitle the student to a provisional college certificate in the elementary or kindergarten-primary field.

1. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

All temporary, special, normal, and provisional college certificates now valid will be renewed and made permanent in accordance with the requirements upon which they were issued.

Permanent certificates to teach in the elementary or kindergarten-primary field are not affected by the following regulations. These regulations govern the issue of new certificates.

In accordance with the action of the State Council of Education, June 16, 1932, the issue of the temporary standard certificate has been discontinued as of September 1, 1932, with the exceptions made of all teachers-in-service who hold the partial certificate, and others who may have completed for the most part the requirements for the standard certificate in accordance with the regulations.

2. STATE STANDARD LIMITED CERTIFICATE

- A. *Regulations effective for those students who began their teacher education subsequent to January 1, 1937*

Applicants for the State Standard Limited Certificate in the elementary or kindergarten-primary field who began their professional education for teaching subsequent to January 1, 1937, must have completed an approved four-year secondary school curriculum, or approved equivalent education, and three years, or the equivalent, of an approved four-year degree curriculum in the elementary or kindergarten-primary field, including a minimum of six semester hours of appropriate student teaching. (See Section C for renewal.)

- B. *Regulations effective for those students who began their teacher education prior to January 1, 1937*

Similar to regulations under "A" with the exception that only two years of teacher education were required instead of three years. (See Section C for renewal.)

- C. *Renewal of State standard limited certificates*

This certificate will be valid for three years, renewable for an additional period of three years upon a rating of "low" or better and the satisfactory completion of twelve semester hours of *further* approved education in the appropriate field. Subsequent renewals require a rating of "middle" or better on a State teachers' rating score card together with twelve semester hours of *further* approved education. Additional courses prescribed for renewal purposes should be selected in accordance with the particular degree curriculum in which the applicant has been enrolled, and which should advance the holder of the State standard limited certificate towards the completion of a four-year curriculum. This certificate is not made permanent.

The additional education required for the renewal of the State standard limited certificate is to be completed before the expiration of the three-year period for which the certificate has been issued, whether the certificate has been taught on or not.

The State standard limited certificate will be exchanged for a provisional college certificate when the applicant has met the requirements for this form of certificate.

- D. *Scope of State standard limited certificates*

A certificate on which appears Kindergarten-Primary specialization entitles the holder to teach in Kindergarten and grades one, two, and three.

Elementary certification includes grades one to six in a six-three-three organization and grades one to eight in an eight-four organization.

d. Home and School Visitors

- (1) A certificate of standard grade (College Provisional or Permanent, Temporary or Permanent Standard, Normal School Certificate or Diploma) may be validated authorizing the holder to act as HOME AND SCHOOL VISITOR on the completion of six semester hours in approved courses of college grade selected from the following list, or equivalent approved courses.

Applied Sociology
Sociology of Educational Problems
Principles of Family Social Work
Problems of Poverty
Social Problems of the Family
Social Control
Social Hygiene
Social Maladjustment
Social Psychology
Methods of Social Investigation
Society and the Child
Principles and Problems of Child Welfare
School Administration Including
Records and Reports and School Laws

- (2) A Temporary Standard Certificate authorizing the holder to act as HOME AND SCHOOL VISITOR may be issued to an applicant who has completed four years of approved secondary school preparation and at least two years of an approved college or post secondary school curriculum including six semester hours from the list of subjects given above. This Temporary Standard Certificate is valid for two years. The first renewal of this certificate is dependent upon a rating of "low" or better. Subsequent renewals require a rating of "middle" or better. This certificate will be made permanent on evidence of four years of experience on a State certificate including two years of experience as HOME AND SCHOOL VISITOR on a Temporary Standard Certificate in the public schools of this Commonwealth.

e. Public School Dental Hygienists

1. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

- A. All Temporary, Special, Normal, and Provisional College Certificates now valid will be renewed and made permanent in accordance with the requirements upon which they were issued.

- B. Permanent Certificates to teach dental hygiene are not affected by the following regulations. These regulations govern the issue of new certificates.

2. SECONDARY SCHOOL REQUIREMENT

THE COMPLETION OF AN APPROVED FOUR-YEAR SECONDARY SCHOOL CURRICULUM IS A MINIMUM REQUIREMENT FOR THE CERTIFICATES LISTED HEREIN.

3. STATE STANDARD LIMITED CERTIFICATE

The State Council of Education at a meeting held March 1, 1935, authorized the issue of a State Standard Limited Certificate for persons desiring to teach dental hygiene in the public schools of this Commonwealth. This certificate is issued in accordance with the following regulations:

- A. Issued for three years upon graduation from an approved curriculum in dental hygiene, the completion of one year of approved internship, and licensure as a dental hygienist by the State Dental Council.
- B. This certificate will be valid for three years, renewable for an additional period of three years upon a rating of "low" or better and the satisfactory completion of twelve semester hours of further approved preparation, subsequent renewals to require a rating of "middle" or better on a State teachers' rating score card together with twelve semester hours of further approved preparation. This certificate is not made permanent.

The additional preparation required for the renewal of the State Standard Limited Certificate is to be completed before the expiration of the three year period for which the certificate has been issued, whether the certificate has been taught upon or not.

- C. The State Standard Limited Certificate may be exchanged for a Provisional College Certificate when the applicant has met the requirements for this form of certificate.

4. COLLEGE CERTIFICATE

- A. Provisional—Issued for three years to graduates of approved four-year curriculums offered by accredited colleges and universities.
- B. Permanent—Issued for life upon evidence of three years of experience on a Provisional College Certificate with a rating

of "middle" or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

f. School Nurses

The temporary standard certificate issued to a nurse to act as school nurse requires the following qualifications:

1. An approved four-year secondary school education.
2. Graduation from an accredited three-year approved hospital curriculum for nurses.
3. Licensure as a registered nurse in Pennsylvania.

This certificate is valid for two years and may be renewed for additional periods of two years on a rating of "middle" or better. It is not a valid license on which to teach hygiene, nutrition, or any phase of physical education.

The temporary standard certificate issued to school nurses is made permanent on the fulfillment of the following requirements:

1. Four years of experience as a school nurse, at least two of which shall have been on the temporary standard certificate with a rating of middle or better.
2. A minimum of twelve semester hours of professional preparation selected from the following list of subjects:

Child Psychology	Principles of Public School Nursing
Educational Psychology	Introductory Course in General Psychology
Educational Administration	Principles of Sociology—Rural School Problems
Educational Sociology	Principles and Practice of Public Speaking
Educational Systems	Principles of Teaching
History of Education	Introduction to Teaching
Principles of Education	Secondary Education
Technique of Teaching	Elementary Education

g. Vocational Extension Education

1. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

- A. All Temporary, Special, Normal and Provisional College certificates now valid will be renewed and made permanent in accordance with the requirements upon which they were issued.
- B. Permanent certificates to teach vocational subjects are not affected by the following regulations. These regulations govern the issue of new certificates.

2. VOCATIONAL EXTENSION CERTIFICATE

- A. This certificate is issued by the State Superintendent of Public Instruction on the request of the local county or district superintendent to an applicant who has six years of practical or trade experience in the vocational subject to be taught. It is valid for one year and may be renewed for additional periods of a year with a rating of "middle" or better and on the satisfactory completion of additional education that may be prescribed by the Department of Public Instruction.
- B. This certificate is not made permanent but converted into a certificate of standard grade when the holder qualifies for a higher type of certificate.
- C. This certificate is issued for teaching only vocational extension classes in agriculture, home economics, and industrial education.

h. Vocational Industrial Education

CERTIFICATION OF LOCAL SUPERVISORS AND TEACHERS
OF INDUSTRIAL EDUCATION

1. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

- A. All Temporary, Special, Normal, and Provisional College certificates not valid will be renewed and made permanent in accordance with the conditions upon which they were issued.
- B. Permanent certificates to supervise industrial education and to teach industrial subjects are not affected by the following regulations. These regulations govern the issue of new certificates.

2. QUALIFICATIONS OF LOCAL SUPERVISORS—Directors of Industrial Education, Principals (Supervisors) of Vocational High or Trade Schools, and Coordinators of Industrial Education.

A. *Trade experience*

All those persons who perform supervisory functions shall have six (6) years of trade or industrial experience, two of which shall be of journeyman grade,
or

graduation from a four-year technical institution of college grade plus three (3) years full time industrial employment,

or equivalent combinations of the two foregoing qualifications.

Education in approved vocational industrial schools of secondary level and approved technical schools of college level may be accepted in lieu of practical apprenticeship experience year for year up to a maximum of three (3) years.

Evidence of trade competency will be required by the Department of Public Instruction for certification in vocational industrial education through examination by such approved agency or agencies as the Department of Public Instruction may designate.

B. *Teaching experience*

1. The Director and the Coordinator shall have had two (2) years of full time teaching experience in the field of vocational industrial education in the public schools.

C. *Professional education*

1. Director of Industrial Education

The Director shall have a total of forty-six (46) semester hours in professional education, at least thirty-two (32) of which shall be in approved vocational industrial education, and fourteen (14) of which may be in general or professional education, six (6) of which may be in supervised field work. Eighteen (18) of the thirty-two (32) semester hours shall be selected from the list of courses, or their close equivalents, exclusive of field work, common to all vocational teacher education institutions. Or in lieu of the above qualifications he shall hold a master's degree with a major in vocational education.

2. Principal (Supervisor) of a vocational secondary or trade school

A principal (supervisor) of a vocational secondary or trade school shall meet the qualifications prescribed for a director of industrial education.

3. Coordinator

The Coordinator shall have at least thirty-two (32) semester hours in general or professional education, twenty-four (24) of which shall be in approved vocational industrial education, four (4) of which may be in supervised field work. Eighteen (18) of the twenty-four (24) semester hours shall be selected from the list of courses or their equivalent, exclusive of field work, common to all vocational teacher education institutions.

D. *General education*

1. Director of Industrial Education

The Director shall have one hundred and twenty (120) semester hours of post secondary school education in an approved institution of college grade.

2. Principal (Supervisor) of a vocational secondary or trade school

The Principal shall have one hundred and twenty (120) semester hours of post secondary school education in an approved institution of college grade.

3. Coordinator

The Coordinator shall have sixty (60) semester hours of post secondary school education in an approved institution of college grade.

3. QUALIFICATIONS OF INDUSTRIAL TEACHERS (FULL-TIME)

A. *Shop teachers*

Prospective shop teachers shall provide documentary evidence of six (6) years' experience in the trade or occupation to be taught, two (2) of which shall have been of journeyman grade,

or

In the case of occupations not requiring an extended apprenticeship or preparation period, two (2) years' experience in the general practice of the occupation beyond the accepted learning period, as evidenced by approved employment.

Education in approved vocational industrial schools of secondary level and approved technical schools of college level may be accepted in lieu of practical apprenticeship experience year for year up to a maximum of three (3) years.

Evidence of trade competency will be required by the Department of Public Instruction for certification in vocational industrial education through examination by such approved agency or agencies as the Department of Public Instruction may designate,

and

The completion of twenty-four (24) semester hours of professional education at least eighteen (18) semester hours of which shall be in vocational industrial education. Not less than six (6) semester hours shall be in observation and practice teaching in approved vocational industrial schools or classes. Six (6) semester hours shall be in general education or general professional education.

Twelve (12) semester hours of the required pre-employment vocational teacher education shall be selected from the following which are the first seven (7) of the courses common to all vocational teacher education institutions.

Observation and Practice Teaching
Vocational Education
Methods in Vocational Education
Curriculum Construction
Shop Layout and Management
Introduction to Education for Vocational Teachers
Principles of Education for Vocational Teachers

B. *Related subjects teachers*

Type A: A certificate of standard grade, valid for teaching vocational industrial subjects, may be validated for teaching related subjects on six (6) semester hours of approved college work in the subject to be added.

Type B: "Related subjects" will be written on a college certificate upon receipt of documentary evidence of two (2) years' industrial experience and evidence of adequacy of trade or occupational contacts, certified by such approved agency or agencies as the Department of Public Instruction may designate, and the completion of six (6) semester hours of approved vocational teacher education. After January 1, 1940, this requirement will be increased to twelve (12) semester hours of vocational teacher education, six (6) of which may be in observation and practice teaching in vocational schools.

4. QUALIFICATIONS OF INDUSTRIAL TEACHERS (TRADE EXTENSION)

This classification includes teachers recruited from industry and business who are engaged in teaching (a) engineering, (b) mining, (3) petroleum and natural gas, (d) public and other service occupations, on an evening trade extension school or class basis.

A. *Shop teachers*

The prospective teacher shall provide documentary evidence of six (6) years' trade experience in the trade or occupation to be taught, two (2) of which shall have been of journeyman grade,

or

education in approved vocational industrial schools of secondary level and approved technical schools of college level

may be accepted in lieu of practical apprenticeship experience, year for year, up to a maximum of three (3) years,
or

In the case of occupations not requiring an extended apprenticeship or training period, two (2) years of experience beyond the required learning period in the occupation as evidenced by approved employment.

Evidence of trade or occupational competency will be obtained by the Department of Public Instruction through such approved agency or agencies as the Department of Public Instruction may designate.

B. *Related subjects teachers*

The prospective teacher shall provide documentary evidence of six (6) years of experience in the trade related to the subject to be taught, two (2) of which shall have been of journeyman grade,

or

Graduation from an approved four (4) year technical or vocational industrial teacher education institution of college grade, plus two (2) years' contact with industry as evidenced by approved employment,

or

In the case of occupations not requiring an extended apprenticeship or preparation period, two (2) years of experience in the general practice of the occupation beyond the accepted learning period as evidenced by approved employment,

or

"Related subjects" will be written on a college certificate upon receipt by the Department of Public Instruction of documentary evidence of two (2) years of full-time industrial experience.

The adequacy of trade or occupational contact will be determined by the Department of Public Instruction through such approved agency or agencies as the Department of Public Instruction may designate.

5. SUMMARY OF REQUIREMENTS FOR CERTIFICATION OF LOCAL SUPERVISORS AND TEACHERS OF INDUSTRIAL EDUCATION

	<i>Total Credits</i>	<i>Vocational Education</i>	<i>Gen. Prof. Education</i>	<i>General Education</i>
Director	120	32	14	120*
Principal	Same as director			
Coordinator	60	24	8	60*
Shop Teacher (Day School)	24	18	(6)	

* May include credits in vocational education and general professional education.

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Related Subjects Teacher, Type A, (Day School)	30	18	6	6§
Related Subjects Teacher, Type B, (Day School)	120 or 126	6†	18	120‡
Shop Teacher (Extension Related Subjects Teacher (Extension)				

2. College Certificates

a. Elementary Field

(1) Provisional

The provisional college certificate is issued to an applicant who has completed an approved four-year college curriculum in the elementary field including courses in education distributed as follows:

Introduction to Teaching 3 semester hours
 Educational Psychology 3 semester hours
 Thirty semester hours of approved courses in the field of elementary education, including six to twelve semester hours of elementary student teaching.

The elementary courses required under "3" should be selected from the following suggested approved list or equivalent courses:

Teaching of Reading
 Teaching of Arithmetic
 Art in the Elementary School
 Music in the Elementary School
 Health or Physical Education in the Elementary School
 Teaching of Elementary Science (Nature Study)
 Educational Measurements for Elementary Teachers
 Principles of Elementary Education
 Child Psychology
 Elementary School Methods
 The Elementary School Curriculum
 Teaching of Geography
 Teaching of Elementary Social Studies
 Civic Education
 Teaching of English
 Speech Correction
 Children's Literature and Story Telling

† Twelve credits after January 1, 1940.

‡ Twelve credits in the subject taught.

§ Six credits in the subject taught.

Important

Section 1607 of the School Laws of Pennsylvania requires that health, art, and music be taught in every public and private school in Pennsylvania. Therefore, no teacher will be certified who has not completed a professional course or courses in these fields.

(2) Extension

Regulations governing the extension of college certificates valid for the secondary school to include the elementary field

Thirty semester hours of approved courses in the field of elementary education including six to twelve semester hours of elementary student teaching shall be required to extend a secondary provisional college certificate to include the elementary field. The distribution of courses to be completed for this extension should be the same as outlined in section "B."

(3) Permanent

The permanent college certificate requires three years of successful teaching experience on the provisional college certificate in the public schools of Pennsylvania, and six additional semester hours of work of collegiate grade, completed subsequent to the granting of the baccalaureate degree, in the appropriate field. Provisional college certificates issued after August 31, 1935, require a course in visual aids and sensory techniques to be made permanent, completed either before or after the issue of the provisional college certificate.

(4) Student Teaching

Student Teaching Requirements for College Certificates

In an approved teacher education curriculum, the student teaching course is considered an essential requirement. Student teaching is understood to be acceptable as discharging, to the extent of at least six semester hours, the graduation requirements of the approved curriculum. The minimum requirement of the certification regulations for the provisional college certificate is six semester hours of student teaching.

The minimum requirement of six semester hours of student teaching is based upon not less than one hundred and eighty clock hours of actual teaching under approved supervision in a laboratory or cooperative school, including the necessary observation, participation, and conference.

The certificate of approved education, or official transcript of courses completed, should indicate the grade level in which the student teaching has been completed, either the elementary field (grades one to six) or the secondary field (grades seven to twelve).

1. For applicants who have had three or more years of successful teaching experience in the public schools, this student teaching requirement may be met in any of the following ways:
 - a. Actual student teaching as above, or
 - b. Perform an assignment of work germane to teaching technique in connection with regular teaching in a public school, carrying not less than one semester hour credit nor more than six semester hours credit in a single semester, under the direction of an approved institution. The semester hour credit will be determined by the quality and amount of work done in the special assignment. In such cases the candidate must be regularly registered in the institution and, if a teacher in service, not more than a total of six semester hours credit may be earned in a single semester for all courses pursued, or
 - c. Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.
2. Credit may not be given for teaching experience.
3. Applicants who hold any certificate valid in the elementary field and who wish to secure certification in the secondary field (or vice versa) must complete the secondary (or elementary) student teaching requirements.

(5) Kindergarten-Primary Field

The provisional college certificate is issued to an applicant who has completed an approved four-year college curriculum in the kindergarten-primary field including courses in education distributed as follows:

1. Introduction to Teaching 3 semester hours
2. Educational Psychology 3 semester hours
3. Thirty semester hours of approved courses in the field of kindergarten-primary education, including

six to twelve semester hours of kindergarten-primary student teaching.

The kindergarten-primary courses required under "3" should be selected from the following suggested approved list or equivalent courses, choosing definitely one of the first four.

Kindergarten-Primary Theory

Preschool Child

Child Psychology (Prerequisite General Psychology)

The Activity Program—Kindergarten-Primary Grades

Teach of Art—Kindergarten-Primary Grades

Teaching of Music—Kindergarten-Primary Grades

Teaching of Health Education—Kindergarten-Primary Grades

Teaching of Science—Kindergarten-Primary Grades

Teaching of Social Studies—Kindergarten-Primary Grades

Teaching of Arithmetic—Kindergarten-Primary Grades

Physical Education (Games and Play Activities)

Speech Problems

Teaching of Primary Reading

Teaching of Primary Subjects

Important

Section 1607 of the School Laws of Pennsylvania requires that health, art, and music be taught in every public and private school in Pennsylvania. Therefore, no teacher will be certificated who has not completed a professional course or courses in these fields.

Regulations governing the extension of college certificates valid for the secondary schools to include the kindergarten-primary field.

Thirty semester hours of approved courses in the field of kindergarten-primary education including six to twelve semester hours of kindergarten-primary student teaching shall be required to extend a secondary provisional college certificate to include the kindergarten-primary field. The distribution of courses to be completed for this extension should be the same as outlined above.

b. *Secondary Field*

(1) Provisional

The provisional college certificate is issued to an applicant who has completed an approved four-year col-

lege curriculum including eighteen semester hours in education distributed as follows.

Introduction to teaching 3 semester hours
Educational psychology (general psychology is a prerequisite) 3 semester hours
Electives in education selected from the following list 6 semester hours

Secondary Education	Visual Aids and Sensory Techniques
School Efficiency	School Hygiene
Special Methods	History of Education
Educational Systems	Principles of Education
Educational Administration	Technique of Teaching
Educational Measurements	
Educational Sociology	

Student teaching in the appropriate field 6 semester hours

This certificate is valid to teach the subjects written on the face of the certificate for three years in the public schools of this Commonwealth.

- (2) Extension
- A provisional college certificate in the elementary field may be extended to cover the secondary field where the applicant completes the required student teaching in the secondary field and the professional courses prescribed for a certificate in this field, and in addition, eighteen semester hours in each subject to be written on the face of the certificate.
- (3) Permanent
- The permanent college certificate requires three years of successful teaching experience on the provisional college certificate in the public schools of this Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate. Provisional college certificates, issued after August 31, 1935, require a course in visual aids and sensory techniques to be made permanent, completed either before or after the issue of the provisional college certificate.
- (4) Academic Subjects
- Secondary school subjects may be added to the college certificate on eighteen semester hours of approved preparation.

Science will be written on the face of the certificate if the applicant presents evidence of having completed eighteen semester hours of approved preparation in science distributed as follows:

- Physical sciences 9 semester hours (including 3 s. h. physics and 3 s. h. chemistry).
- Biological sciences 9 semester hours (including 3 s. h. botany and 3 s. h. zoology).

If the applicant has completed eighteen semester hours of approved preparation in the physical sciences, of which six semester hours must be in chemistry and six semester hours in physics, physical science will be written upon the certificate.

If the applicant presents eighteen semester hours of approved preparation in biological sciences, including six semester hours in botany and six semester hours in zoology, biological science will be written upon the certificate.

Social studies will be written upon the certificate when the applicant presents evidence of having completed eighteen semester hours of approved preparation in the social studies, distributed as follows:

- Social science 9 semester hours
- History 9 semester hours

Where the applicant has completed eighteen semester hours of approved preparation in social science, social science will be written upon the certificate.

Where the applicant has completed eighteen semester hours of approved preparation in history, history will be written upon the certificate.

(5) Art

College

Provisional—Issued for three years to graduates of approved four-year teacher education curriculums in art education in accredited colleges and universities:

Permanent—Issued for life upon evidence of three years of experience in teaching art education on a provisional college certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

Supervisors of Art Education

A supervisor’s certificate requires the completion of an approved supervisor’s curriculum in art education.

(6) Agriculture

College certificate issued for three years to graduates of approved four-year teacher education curriculums in agriculture through accredited colleges and universities.

Permanent—Issued for life upon evidence of three years of experience on the provisional college certificate and a rating of “middle” or better plus six semester hours of additional credits of collegiate grade, one-half of which must be professional.

(7) Business Education

College

Provisional—Issued for three years to graduates of approved four-year teacher education curriculums in business education in accredited colleges and universities.

Permanent—Issued for life upon evidence of three years of experience in teaching the business subjects on a Provisional College Certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which shall be professional.

Limitations

Each certificate issued shall have written on its face those subjects which the holder is entitled to teach. No teacher of business subjects shall teach any subject not appearing upon his certificate. Business subjects will be written on a standard certificate issued on the completion of an approved four-year business teacher education curriculum or on a college certificate for teaching secondary school subjects upon the presentation of a minimum of eighteen semester hours selected from an approved business teacher education curriculum. The minimum requirements in specific business subjects follow:

Bookkeeping and Accounting	12 semester hours
Business Writing	3 semester hours
Commercial and Economic Geography ..	6 semester hours
Commercial Law	6 semester hours
Commercial Mathematics	3 semester hours
Office Practice	3 semester hours
Salesmanship	3 semester hours

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

Shorthand	9 semester hours
Typewriting	6 semester hours
Junior Business Education	3 semester hours
Economics	6 semester hours
Retail Selling	12 semester hours

Business English requires:

- (a) Twelve (12) semester hours in English, plus
- (b) Not less than two (2) semester hours in Business English or Correspondence

(8) Health and Physical Education

College

1. *Provisional*—Issued for three years to graduates of approved four-year teacher education curriculums in health or physical education in accredited colleges and universities.
2. *Permanent*—Issued for life upon evidence of three years of experience on a Provisional College Certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

Supervisors of Health and Physical Education
Certification to supervise the teaching of health and physical education requires the completion of an approved supervisor’s curriculum in health and physical education.

(9) Homemaking

College

1. *Provisional*—Issued for three years to graduates of approved four-year teacher education curriculums in homemaking in accredited colleges and universities.
2. *Permanent*—Issued for life upon evidence of three years of experience on a Provisional College Certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

(10) Industrial Arts

College

1. *Provisional*—Issued for three years to graduates of approved four-year teacher education curriculums in industrial arts in accredited colleges and universities.
2. *Permanent*—Issued for life upon evidence of three years of experience on a Provisional College Certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

(11) Music

College

1. *Provisional*—Issued for three years to graduates of approved four-year teacher education curriculums in music in accredited colleges and universities.
2. *Permanent*—Issued for life upon evidence of three years of experience on a Provisional College Certificate with a rating of “middle” or better plus six semester hours of additional credit of collegiate grade, one-half of which must be professional.

Supervisors of Music Education

A music supervisor’s certificate requires the completion of an approved supervisor’s curriculum in public school music.

c. Extension of Valid Certificates for:

- (1) Classes for Blind
- (2) Classes for Deaf
- (3) Classes for Gifted Children
- (4) Guidance, Guidance Counselor
- (5) Non-English Speaking Classes
- (6) Nutrition Classes
- (7) Orthogenic Classes—Mentally Retarded ...
- (8) Orthopedic Classes
- (9) Sight Conservation Classes
- (10) Speech Correction Classes

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

(1) Classes for the Blind

A certificate of standard grade may be validated for the teaching of classes for the blind on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Hours Minimum Require- ments	Maximum Allow- ance
1. Experience Teaching in approved special classes of this type, or in schools for the blind, or approved teaching in other school work	0	10
Experience may be counted up to ten semester hours at the rate of four semester hours per year.		
2. Content Courses: In Education of the Blind, Psychology of Vision, Mental Tests, Psychology of Atypical Children, Health Education, etc.	4	8
3. Manual arts suited to the blind and typewriting	0	6
4. Special methods	6	8
TOTAL*	20	

(2) Classes for the Deaf

A certificate of standard grade may be validated for the teaching of classes for the deaf on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Hours Minimum Require- ments	Maximum Allow- ance
1. Experience Teaching in approved special class for the deaf or partially deaf, or in oral school for the deaf, or approved teach- ing in other school work	0	10
Experience may be counted up to ten semester hours at the rate of four semester hours per year.		

* Credits beyond twenty semester hours may be counted as unassigned courses.

(2) Classes for the Deaf—Continued

	Semester Minimum Require- ments	Hours Maximum Allow- ance
2. Content Courses: In Education of the deaf, Heredity or Eugenics, Psychology of Hearing and Speech, Psychology of Atypical Children, Mental Tests, Dramatization, etc.	4	8
3. Manual and Industrial Arts	0	6
4. Special Methods	6	8
TOTAL*		20

(3) Classes for Gifted Children

A certificate of standard grade may be validated for the teaching of classes for gifted children on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Minimum Require- ments	Hours Maximum Allow- ance
1. Experience	8	12
a. Conspicuously successful teaching experience in at least three different grades. This experience must have been acquired in the primary (1-3) and elementary (4-6) grades. For example: the minimum teaching requirement must be with children of both age levels as found in grades 1-3 and 4-6.		
b. Successful teaching experience in this type of class.		
Credit for experience shall be granted at the rate of four semester hours per year in either a or b.		
2. Content Courses	8	12
The Psychology of Atypical Children, including the Subnormal and the Super-		

* Credits beyond twenty semester hours may be counted as unassigned courses.

(3) Classes for Gifted Children—Continued

	Semester Hours	
	Minimum Require- ments	Maximum Allow- ance
normal; Abnormal Psychology; Psychology of Genius; the Psychology of the Exceptional Child; Orthogenic Method and Treatment of Children; Clinical Psychology; Mental Hygiene; Courses dealing with the conservation of the life and health of children; Tests and Measurements of Mental Ability and Achievement.		

Note: Not more than two semester hours of credit shall be granted for a course in Tests and Measurements.

Total* 20

(4) Guidance, Guidance Counselors

I. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED

1. All Temporary Special, Normal, and Provisional College certificates now valid will be renewed and made permanent in accordance with the conditions upon which they were issued.
2. Permanent certificates to teach guidance are not affected by the following regulations. These regulations govern the issue of new certificates.

II. SECONDARY SCHOOL REQUIREMENT

The completion of an approved four-year secondary school curriculum is a minimum requirement for the certificates listed herein.

III. THERE ARE TWO TYPES OF CERTIFICATES IN THE GUIDANCE FIELD:

- A. A certificate validated to teach Guidance.
- B. A certificate for Guidance Counseling, not mandatory at the present time.

* Credits beyond twenty semester hours may be counted as unassigned courses.

A. *Requirements for Teaching the Subject of Guidance:*

1. The possession of a valid certificate to teach.
2. Special Preparation for the field of guidance to the extent of 18 (*) semester hours distributed as follows:
 - a. Six semester hours in the following or equivalent guidance courses:

	Minimum Semester Hours
(1) Occupations — Analysis, field studies and school applications	2
(2) One or both of the following courses: General Introduction to Guidance	2
Labor and personnel problems in business and industry	2
b. Courses in related subjects	12
Courses in the social sciences, in commercial education, vocational education, etc., will be interpreted as related courses.	

B. *Certification for School Guidance Counseling:*

Counseling Certificates (Not mandatory at the present time)

Teachers who hold standard certificates to teach, and in addition have attained the following qualifications, will be granted a guidance counseling certificate in accordance with action of the State Council of Education, December 7, 1928, as follows:

“XI Certificates for Guidance Counselors.

Applicants for certificates in this field must hold a certificate of standard grade and present evidence of not less than eighteen semester hours of approved preparation in this field.”

The total of eighteen semester hours should be selected from the following courses or their equivalent (†) :

* The eighteen semester hours required for a counseling certificate will be accepted as fulfilling the requirements in this special preparation provided a minimum of two semester hours in occupations is included.

† Listed as a, b, c, etc., under each course are courses given by various institutions each of which may be accepted as meeting, or partially meeting, present requirements.

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

	Minimum Semester Hours
1. <i>General Introduction to Guidance</i>	2
a. Introductory course in Guidance	
b. Educational guidance	
c. Principles and problems of vocational guidance	
d. Vocational guidance and counseling	
2. <i>Specialized Techniques in Guidance</i>	6
a. Laboratory psychology	
b. Clinical techniques in guidance	
c. Psychology of the abnormal	
d. Educational tests and measurements	
e. Social hygiene	
f. Counseling techniques	
3. <i>Field Studies and Applications</i>	6
a. Social case work	
b. Occupations—Analysis, field studies, school applications	
c. Labor and personnel problems in business and industry	
d. Vocational education	
4. <i>Organization and Administration of Guidance</i>	4
a. Organization and development of school guidance programs (Including homeroom, placement service, and other articulations.)	
b. Extra-curricular activities	
c. The organization and administration of vocational guidance	

(5) Non-English Speaking Classes

A certificate of standard grade may be validated for the teaching of non-English speaking classes on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Hours	
	Minimum Require- ments	Maximum Allow- ance
1. Experience	0	10
a. Teaching in approved special classes of this type, or in orthogenic classes, or in Americanization classes. Classroom teachers who have displayed exceptional competence in		

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(5) Non-English Speaking Classes—Continued

	Semester Minimum Require- ments	Hours Maximum Allow- ance
social service to their children may offer teaching experience to meet this requirement, such exceptional competence to be certified to by the superintendent of schools or a competent person deputized by him for this purpose.		
Experience may be counted up to ten semester hours at the rate of four semester hours per year.		
a. In public health work (school nurse, public health nurse, etc.).		
b. In social service (experience as visiting teacher, probation officer, or social worker, etc.).		
2. Content Courses in Americanization .. Psychology of Reading, Arithmetic, etc. Story Telling, Dramatization, Educational Sociology, Clinical Psychology, Mental Tests, Speech Correction, etc.	4	12
3. Manual and industrial arts, household arts, etc.	0	6
4. Special methods	2	6
Total*	20	

(6) Nutrition Classes

The distribution of special professional courses and education for Nutrition Classes will be as follows:

	Semester Minimum Require- ments	Hours Maximum Allow- ance
1. Experience	0	8
a. Teaching in approved special classes of this type.		

* Credits beyond twenty semester hours may be counted as unassigned courses.

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

(6) Nutrition Classes—Continued

	Semester Minimum Require- ments	Hours Maximum Allow- ance
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- b. In public health work (school nurse, public health nurse, etc.).
- c. In social service (experience as visiting teacher, probation officer, or social worker, etc.). Classroom teachers who have displayed exceptional competence in social service to their children may offer teaching experience to meet this requirement, such exceptional competence to be certified to by the superintendent of schools or a competent person deputized by him for this purpose.

Experience may be counted up to eight semester hours at the rate of four semester hours per year.

2. Content Courses: In Health, Physical Education, Nutrition, Mental Tests, etc.	8	10
3. Manual Training, Occupational Therapy, Arts, Crafts, etc.	0	6
4. Special methods	2	6
Total*	20	

(7) Orthogenic Classes

- I. REGULATIONS GOVERNING CERTIFICATES PREVIOUSLY ISSUED
 - A. All temporary special, normal, and provisional college certificates now valid will be renewed and made permanent in accordance with the conditions upon which they were issued.
 - B. Permanent certificates to teach orthogenic classes are not affected by the following regulations. These regulations govern the issuance of new certificates.
- II. REGULATIONS GOVERNING THE ISSUE OF NEW CERTIFICATES FOR THE TEACHING OF ORTHOGENIC CLASSES, EFFECTIVE SEPTEMBER 1, 1938
 - A. A certificate of standard grade valid for teaching the elementary subjects may be extended to include the teaching of

* Credits beyond twenty semester hours may be counted as unassigned courses.

orthogenic classes on the completion of twenty-four semester hours in special education distributed as follows:

1. Courses Basic to All Special Class Certification 12 semester hours
 - *Psychology of Exceptional Children
 - Education of Exceptional Children
 - *Diagnostic and remedial teaching
 - *Special Class Arts and Crafts (first course, 3 s. h.)
 - Mental or Educational Hygiene
 - Clinical Psychology
 - Abnormal Psychology
 - Mental Tests (group)
2. Courses Definitely Applicable to the Teaching of Mentally Retarded Children 6 semester hours
 - *Special Class Arts and Crafts (second course, 3 s. h.)
 - *Student Teaching in Classes for Mentally Retarded Children (1 s. h.)
 - *Special Class Methods
3. Special Class Electives 6 semester hours
 - Speech Correction
 - Mental Tests (individual)
 - Corrective Physical Education
 - Educational and Vocational Guidance
 - Related Courses in Sociology
 - †Teaching Experience

B. A college certificate valid for the secondary field may be extended to include the teaching of orthogenic classes on the completion of thirty-six semester hours, including the distribution in groups one, two, and three, in section A, and twelve semester hours selected from group four below:

4. Courses Which Are Basic Prerequisites for Teaching Special Classes Selected from the Following or Equivalent Courses 12 semester hours

* Must be selected within those groups.

† Successful experience in teaching; in social service such as visiting teacher, probation officer, or social worker; in public health work such as school nurse, public health nurse, etc.; or in a psycho-educational or a psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of six semester hours at the rate of three semester hours a year.

Teaching of Reading
Teaching of Arithmetic
Art in the Elementary School
Music in the Elementary School
Health or Physical Education in the
Elementary School
Educational Measurements
Principles of Elementary Education
Child Psychology
Elementary School Methods
The Elementary School Curriculum
Teaching of Elementary Social
Studies
Civic Education
Children's Literature and Story
Telling

Notes:

Educational Psychology is a prerequisite for the courses listed in groups one and four above.
In institutions approved for the education of teachers of orthogenic classes, students pursuing the four-year elementary curriculum may elect the above courses and on the satisfactory completion of the elementary curriculum and the twenty-four (24) semester hours in this special field will receive certification in both fields. Such dual certification will require at least one additional summer session.

(8) Orthopedic Classes

A certificate of standard grade may be validated for the teaching of orthopedic classes on the completion of twenty semester hours of special preparation distributed as follows:

		Semester Hours	
		Minimum Require- ments	Maximum Allow- ance
1.	Experience	0	8
a.	Teaching in approved special classes of this type.		
b.	In public health work (school nurse, public health nurse, etc.).		
c.	In social service (experience as visiting teacher, probation officer, or social worker, etc.). Classroom teachers who have displayed exceptional competence in social service to their children may offer teaching		

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(8) Orthopedic Classes—Continued

	Semester Hours	
	Minimum Require- ments	Maximum Allow- ance
experience to meet this require- ment, such exceptional competence to be certified to by the superin- tendent of schools or a competent person deputized by him for this purpose.		
Experience may be counted up to eight semester hours at the rate of four semester hours per year.		
2. Content Courses: In Health, Physical Education, Orthopedics, Psychology of of Atypical Children, Mental Tests, Speech Correction, etc.	6	10
3. Manual Preparation, Occupational Therapy Arts, Crafts, etc.	2	6
4. Special Methods	2	6
Total*	20	

(9) Sight-Conservation Classes

A certificate of standard grade may be validated for the teaching of sight-conservation classes on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Hours	
	Minimum Require- ments	Maximum Allow- ance
1. Experience Teaching in approved special classes of this type or in schools for the blind or approved teaching in other school work.	0	10
Experience may be counted up to ten semester hours at the rate of four semester hours per year.		
2. Content Courses: In Education of the Blind, or Partially Blind, Psychology of Vision, Psychology of Atypical Chil-		

* Credits beyond twenty semester hours may be counted as unassigned courses.

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

(9) Sight-Conservation Classes—Continued

	Semester Minimum Require- ments	Hours Maximum Allow- ance
dren, Mental Tests, Physical Education, etc.	4	8
3. Manual arts suited to the partially blind and typewriting	0	6
4. Special methods	6	8
Total*	20	

(10) Speech Correction Classes

A certificate of standard grade may be validated for the teaching of speech correction classes on the completion of twenty semester hours of special preparation distributed as follows:

	Semester Minimum Require- ments	Hours Maximum Allow- ance
1. Experience Teaching in approved special classes of this type including classes for the par- tially deaf, or approved teaching in other school work.	0	8
Experience may be counted up to eight semester hours at the rate of four semester hours per year		
2. Content Courses: Anatomy of the Speech Organs, Phonetics, Psychology of Speech, Psychology of Atypical Chil- dren, Mental Tests, Physical Education, etc.	6	12
3. Manual Arts, Industrial and House- hold Arts, Arts, Crafts, Etc.	0	4
4. Special methods	4	8
Total*	20	

* Credits beyond twenty semester hours may be counted as unassigned courses.

(11) School Librarians

After September 1, 1939, the extension of a valid teacher's certificate to include the field of library science will require the satisfactory completion of twenty-four semester hours of approved courses in the field; after September 1, 1940, thirty semester hours of approved courses in the field will be required.

3. Emergency Certificate

This certificate may be issued by any county or district superintendent of schools of the State for a period not to exceed three months and may be extended for the balance of the current school year on the approval of the Superintendent of Public Instruction. Upon proper representation by a county or district superintendent setting forth a shortage of teachers for the said county or district, or other specific reasons, an emergency certificate may be further extended by the Superintendent of Public Instruction in the cases of persons who lack the requirements for standard certification.

The validity of this certificate is dependent upon filing with the Department of Public Instruction within three weeks of the date of the issue of any such certificate a proper record of the issue of this certificate on the form devised for this purpose.

This certificate entitles the holder to teach all the subjects prescribed for the elementary school curriculum, or if issued for secondary school teaching, the specific subjects written on its face.

The certificate is valid for the specific teaching assignment for which it is approved by the Department of Public Instruction. It may be extended for the remainder of the current school year on the approval of the Superintendent of Public Instruction.

When the extension of an emergency certificate beyond the first year is requested, the district or county superintendent will furnish evidence of:

1. Progress in the reorganization of the school program which will remove the necessity for the emergency certificate; or
2. The completion by the teacher of additional education in approved courses in the field covered by the emergency certificate. (A minimum of six semester hours each year is expected.)

4. Superintendent's Commissions

STANDARDS FOR THE CERTIFICATION OF ADMINISTRATIVE AND SUPERVISORY OFFICERS

Administrative and supervisory officers in Pennsylvania include county superintendents, district superintendents, assistant county superintendents, assistant district superintendents and associate superintendents; supervising principals, secondary school principals, elementary school principals, and teaching principals.

I. COMMISSIONED ADMINISTRATIVE AND SUPERVISORY OFFICERS

In accordance with Article XI of the School Code, commissioned administrative and supervisory officers include county superintendents, district superintendents, assistant county superintendents, assistant district superintendents, and associate superintendents.

County superintendents shall be elected for a term of four years by a convention of boards of school directors of each county of the Commonwealth of fourth class school districts and of third class school districts that have not elected a district superintendent. (Section 1105 ff.)

District superintendents shall be elected by boards of school directors of first and second class school districts and may be elected in third class school districts. (Section 1133.) In districts of the first class superintendents may be elected for a term of not more than six years (Section 2223), and in districts of the second and third classes for a term of four years. (Section 1134.)

Assistant county superintendents are nominated by the county superintendents and must be confirmed by the majority vote of the county board of school directors of said county. The term of office is four years. (Sections 1126, 1127.) The Superintendent of Public Instruction shall appoint such assistant superintendents or superintendents to serve until the end of the county superintendent's term of office if said assistant superintendent or superintendent for said county is not nominated and confirmed within thirty days after the county superintendent has received his commission. (Section 1127.)

Assistant district superintendents, excepting in school districts of the first class, are chosen by the majority vote of all members of the school board of said school district upon the nomination of the district superintendent. They shall serve through the term of the district superintendent. (Sections 1136, 1137.) Associate and assistant superintendents in school districts of the first class are chosen by the majority vote of all members of the school board of said school district upon nomination of the district superintendent. (Section 2224.)

Bulletin Number 158, Teacher Education and Certification, Standards for Education and Certification of Administrative and Supervisory Officers, is available for distribution on request to the office of Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pennsylvania.

This bulletin contains detailed information concerning administrative and supervisory certificates, as indicated below:

Commissioned Administrative and Supervisory Officers

Code Requirements

Qualifications for Commissioned Administrative and Supervisory Officers Defined

Definition of Graduate Courses

Objectives of the Graduate Courses Required for a Commissioned Administrative and Supervisory Official (Superintendent)

Objectives Expressed in Fields of Knowledge

Specific Units

Letter of Eligibility

5. Supervising Principals

Qualifications for a Supervising Principal

Objectives for Graduate Courses Required for a Supervising Principal

6. Principals

a. Elementary

Qualifications for Elementary School Principal

Objectives for the Graduate Courses Required for an Elementary School Principal (expressed in fields of knowledge)

Specific Units

b. Secondary

Qualifications for Secondary School Principal

Objectives for the Graduate Courses Required for a Secondary School Principal (expressed in fields of knowledge)

Specific Units

c. Teaching

General Considerations

Inquiries

7. Certification of Public School Psychological Examiners* and Public School Psychologists

Certification as a psychological examiner or as a public school psychologist shall require graduation from an approved college or university, the completion of one year of graduate work, and the completion of thirty-six or sixty-six semester hours of work respectively, before or after graduation, distributed as indicated below:

These revised requirements for certification as a public school psychological examiner or as a public school psychologist became effective June 15, 1937; the certification requirements approved November 10, 1933, will be effective until September 1,

* Approved by the State Council of Education, June 15, 1937.

EDUCATIONAL STANDARDS FOR TEACHERS IN PENNSYLVANIA

1937. This will make provision for applicants to qualify on the basis of both sets of regulations until September 1, 1937, when the standards here indicated become fully effective.

	Psychological Examiner		Public School Psychologist	
	Semester Min.	Hour Max.	Semester Min.	Hour Max.
1. General and Theoretical Psychology Introduction to Psychology General Psychology Contemporary Viewpoints in Psychology, etc.	2	6	2	9
2. Psychometric Techniques Administration of Individual Verbal and Non-verbal Tests	3	8	3	10
3. Other Specialized Techniques Educational Measurements Diagnostic Testing and Remedial Teaching Methods of Teaching Mentally Retarded Children Preparation of Social Case Histories	8	15	12	20

	Psychological Examiner	Public School Psychologist
	Semester Hour Min. Max.	Semester Hour Min. Max.
4. Related Courses	8 15	15 30
Statistics	Psychology of Childhood and Adolescence	
Abnormal Psychology	Psychology of Exceptional Children	
Mental Hygiene	Juvenile Delinquency	
Educational Psychology	Criminology	
Vocational Guidance	Neurology	
Speech Correction	Psychopathology	
Psychology of Personality	Experimental Psychology	
Social Agencies	Children	
Education of Exceptional Or equivalent courses		

5. Clinical Practice†	3	9	15	25
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Experience as an assistant in a psychological clinic, or as an intern in psychology at a school for the feeble-minded, delinquent, deaf or blind, or at a psychiatric hospital, or public or private school. A minimum of three semester hours must be under competent supervision.

8. General Considerations

In addition to being good teachers administrative and supervisory officers of both the elementary and secondary fields should have a broad philosophical conception of the work of the public schools and their place in society. They should know children thoroughly and be deeply sympathetic with their problems. They should be sufficiently proficient to demonstrate good teaching and to supervise teachers with efficiency and sympathy. Such administrative and supervisory officers require knowledge of administrative and supervisory details and the ability to work with people, not only with the teachers under their supervision, but with their boards of education and the tax-paying public.

Administrative and supervisory officers should be watchful of young people in their school systems who possess excellent teaching possibilities. They should be discerning towards teachers who possess desirable administrative and supervisory possibilities. The use of such a conscious selective process should be of great value in developing future educational leaders.

Efficient administrative and supervisory officers find themselves even more in need of continued growth in service than their most outstanding teachers. A good administrative and supervisory officer must keep himself constantly informed of the best principles and practices in the field of administration, supervision, and teaching technique. To this end he will not only be in regular attendance at conferences intended to diffuse such information, but will read widely, and, in addition, will equip himself at intervals in a more formal way under the tutelage of outstanding educators in his field of service at an approved university.

† One hundred and thirty-five clock hours shall be considered equivalent to three semester hours.

IV

MISCELLANEOUS REGULATIONS

A. CERTIFICATE ENDORSEMENT

The holder of a certificate issued by an authority other than the Commonwealth of Pennsylvania, the requirements for which are comparable to the requirements for a Pennsylvania certificate, may be granted a temporary certificate to teach in the public schools of the Commonwealth.

This certificate may be renewed or made permanent subject to the certification regulations herein set forth.

Applicants for the endorsement of certificates should secure and fill out the certificate application blank provided for this purpose and submit this blank together with the foreign certificate for adjudication.

B. ADDITIONAL BRANCHES

After September 1, 1931, eighteen semester hours of approved preparation will be required for the addition of a subject to a certificate.

Distribution of Required Eighteen Semester Hours

1. *Science*

- a. After September 1, 1931, a certificate of standard grade will be validated for the teaching of science upon the completion of 18 semester hours of approved preparation in science distributed as follows:

Physical Sciences, 9 semester hours including 3 semester hours in Physics and 3 semester hours in Chemistry.

Biological Sciences, 9 semester hours including 3 semester hours in Botany and 3 semester hours in Zoology.

- b. Where the applicant presents 18 semester hours of approved preparation in Physical Sciences including 6 semester hours in Chemistry and 6 semester hours in Physics, Physical Science will be written upon the certificate.
- c. Where the applicant presents 18 semester hours of approved preparation in Biological Science including 6 semester hours in Botany and 6 semester hours in Zoology, Biological Science will be written upon the certificate.

2. *Social Studies*

- a. Social Studies will be written upon the certificate when the applicant presents evidence of having completed 18 semester hours of approved preparation in Social Studies distributed as follows:

Social Science 9 semester hours
History 9 semester hours

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- b. Where the applicant has completed 18 semester hours of approved preparation in Social Science, Social Science will be written upon the certificate.
- c. Where the applicant has completed 18 semester hours of approved preparation in History, History will be written upon the certificate.

C. JUNIOR HIGH SCHOOL CERTIFICATION

- 1. Certificates which are not restricted to the elementary field are valid for teaching in the junior high school.
- 2. Holders of standard certification whose certificates do not authorize them to teach in the years covered by the junior high school may have this privilege added to their certificates upon presentation of a rating card showing successful experience in grades above the sixth: provided, that after September 1, 1932, in addition, four years of approved post-high school preparation must have been completed.
- 3. Holders of standard certificates whose experience has been restricted to grades below the seventh, may qualify for teaching in the junior high school by the satisfactory completion of not fewer than 18 semester hours of approved preparation, not fewer than 4 semester hours of which shall have been in junior high school education and the remainder in a subject or subjects of the junior high school curriculum. Such certification will entitle the holder to teach such subjects in addition to the subjects prescribed for the elementary curriculum; provided, that after September 1, 1932, four years of post high school preparation shall be required for teaching in the junior high school field.

D. DATING OF CERTIFICATES

The validity of any certificates may be extended by the Superintendent of Public Instruction until August 1, following the date when such certificate would otherwise expire.

E. CERTIFICATION OF SUPERVISORS

Supervisors of special fields must hold a certificate of standard grade indicating the completion of an approved supervisors' curriculum in the special field in which certification is desired.

F. CERTIFICATION OF VOCATIONAL TEACHERS

Certificates to teach the vocational subjects require in addition to the minimum professional requirements satisfactory evidence of practical experience.

In order that the State and Federal funds for vocational education may be used for reimbursing the salaries of teachers of vocational

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subjects, such teachers must hold certificates on the face of which the word "vocational" has been written by the proper authorities.

G. TEACHERS' RATINGS

All teachers' ratings shall be made by a supervisor, principal, superintendent, or officer of the Department of Public Instruction designated by the Superintendent of Public Instruction who has professional knowledge of the candidate. All teachers' ratings shall be evaluated by the Superintendent of Public Instruction.

The following scale represents the quantitative translation of the approved State Teachers' Rating Score Card: Lowest, 20-29; Low, 30-49; Middle, 50-69; High, 70-89; Highest, 90-100.

Wherever any school district shall develop a rating device which shall meet the approval of the State Superintendent of Public Instruction, this device may be used in lieu of the State Teachers' rating score card wherever these regulations call for the use of the said card.

H. MINIMUM QUALIFICATIONS FOR SALARY INCREMENTS

The minimum qualifications for the advancement on any salary schedule from the initial sum prescribed therefore to that prescribed for the first increment thereof shall be a rating in teaching on the State teachers' rating score card of "low" or better, and for each subsequent increment a rating of "middle" or better.

I. PROFESSIONAL COURSES FOR IMPROVEMENT OF TEACHERS IN SERVICE

Professional courses for improvement of teachers in service leading to higher certificates will be offered in extension and in summer sessions in each of the State teachers colleges and in certain universities and colleges of the Commonwealth. Applications for any of these approved courses should be made to the several institutions approved for offering this service.

For all students beginning extension or correspondence courses on or after August 1, 1923, not more than six semester hours of credit toward a standard certification will be allowed in any one semester during which the student pursuing such courses is a regularly employed teacher.

J. SEMESTER HOUR

A semester hour represents the amount of time given to a subject one hour per week, for one semester. The ordinary semester hour equals about eighteen clock hours, and therefore a course of one hour per week for thirty-six weeks equals two semester hours.

In evaluating credit for summer work, a minimum equal to one semester hour for each week of approved work may be allowed for work done in a summer session.

V

CERTIFICATION IN FIRST CLASS DISTRICTS

All persons certified to teach in districts of the first class under the regulations locally prevailing in these districts prior to March 1, 1922, shall be granted State certificates which they now hold. All persons certified to teach in districts of the first class subsequent to March 1, 1922, shall be certified in accordance with the State regulations for the certification of teachers.

QUALIFICATIONS FOR PROMOTION OF HIGH SCHOOL TEACHERS IN DISTRICTS OF THE FIRST CLASS TO THE SUPER-MAXIMUM SALARY, AS REVISED BY THE STATE COUNCIL OF EDUCATION, APRIL 8, 1927.

EFFECTIVE JULY 1, 1927

Qualifications and salaries of superior high school teachers in districts of the first class—In accordance with the provision from Section 2 of the qualification and salary act in districts of the first class, “subject to the regulations prescribed by the State Council of Education, and such additional regulations as the local school board of education may prescribe, the minimum maximum salary for high school teachers shall be advanced to \$3600.” The minimum requirements for such advancement are herein set forth.

Pursuant to this requirement of the law, high school teachers who have taught for at least one year upon the maximum salary of three thousand two hundred dollars prescribed by the salary schedule shall advance to the salary of three thousand four hundred dollars by possessing the following qualifications:

1. A rating in teaching on the State teachers' rating score card of ninety or above approved by the Superintendent of Schools; provided, that whenever any school district shall develop a rating device which shall meet the approval of the State Superintendent of Public Instruction, this device may be used in lieu of the State Teachers' rating score card wherever these regulations call for the use of the said card.
2. The satisfactory completion of twelve semester hours of graduate work in education, or in the subject field of the teacher's interest, or in both, in an institution approved by the State Council of Education. A graduate course in education shall be a course or courses representing not less than twelve semester hours in the field of education pursued subsequent to the conferring of the baccalaureate degree and pursued in an approved university, college, or technical school in which courses of post graduate grade in education are customarily offered. Where the teacher in question is not the holder of a baccalaureate degree such teacher must

have completed in an accredited institution or institutions four years of post-secondary school education and in addition thereto twelve semester hours of further advanced work. This exception applies only to teachers now in service.

NOTE: The scholastic qualifications stated or implied under condition two may be waived in the case of an exceptional teacher whom the Superintendent of Schools may desire to recommend to the Board of Public Education for advancement to the first step in the Super-Maximum Salary because of the teacher's unusual ability and outstanding success as an instructor in the classroom. In measuring the qualifications under this waiver the Superintendent of Schools shall be required to take into consideration the teacher's length of service, his outstanding ability, his success in teaching and other recognized educational service to the schools. The details of the above requirements shall be left to the Superintendent of Schools.

3. The submission of a thesis or published article upon some subject germane to the teacher's professional work, approved by the Superintendent of Schools. (Not required of teachers who possess the master's degree received in course from an approved college or university.)
4. Membership and participation in the activities of a professional organization or learned society, and distinct and helpful contributions to the general welfare of the school such as participation in the extra-curricular life of the school, and any other assignment which may be required in the administration of the school, approved by the Superintendent of Schools.

Having qualified for the salary of three thousand four hundred dollars, and having received this salary for a period of one year, such teacher may advance to the salary of three thousand and six hundred dollars by possessing the following additional qualifications:

1. A further rating in teaching on the State teachers' rating score card of ninety or above approved by the Superintendent of Schools; provided, that, whenever any school district shall develop a rating device which shall meet the approval of the State Superintendent of Public Instruction, this device may be used in lieu of the State teachers' rating score card wherever these regulations call for the use of the said card.
2. Twelve additional semester hours of graduate work in education or in the subject field of the teachers interest, or in both, in an institution approved by the State Council of Education:

NOTE: The scholastic qualifications stated or implied under condition two may be waived in the case of an exceptional teacher whom the Superintendent of Public Schools may desire to recom-

mend to the Board of Public Education for advancement to the second step in the Super-Maximum Salary because of the teacher's unusual ability and outstanding success as an instructor in the classroom. In measuring the qualifications under this waiver the Superintendent of Schools shall be required to take into consideration the teacher's length of service, his outstanding ability, his success in teaching and other recognized educational service to the schools. The details of the above requirements shall be left to the Superintendent of Schools.

3. Evidence of continued scholastic and professional interest and contacts as specified in Section 4 of the first step.
4. Teachers having qualified for the salary of three thousand six hundred dollars, in order to continue to receive this salary for successive years must maintain the same high quality of teaching service as required under rule one, step one, of the Super-Maximum Salary Schedule. and must continue to show those scholastic and professional interests and contacts by which the said salary was first qualified for.

The Superintendent of Public Instruction shall approve the minimum qualifications herein set forth of all persons recommended by the Superintendent of Schools in any district of the first class for the special consideration herein provided.

Name Last Name First Name
 District County School
 Subjects Grades

PERSONALITY*	Q. T.				TECHNIQUE*	Q. T.			
	Highest	High	Middle	Low		Highest	High	Middle	Low
Appearance					Room conditions				
Power					Subject matter				
Voice					Resourcefulness				
Character					Motivation				
Cooperation					Conclusiveness				
Score	X	X	X	X	Score	X	X	X	X
PREPARATION*	Q. T.				PUPIL REACTION**	Q. T.			
	Highest	High	Middle	Low		Highest	High	Middle	Low
Command of English					Habits and skills				
Specific knowledge					Command of subject matter				
General scholarship					Thinking ability				
Professional equipment					Expression				
Citizenship					Tastes and ideals				
Score	X	X	X	X	Score	X	X	X	X

Q. T.—Quantitative translation.
 Highest.....5 High.....4 Middle.....3 Low.....2 Lowest.....1
 * Check value of each quantity before making quantitative translation.
 I certify that the above-named teacher has taught for.....years.....months under
 my supervision from.....to.....and has received from me a rating of.....

Date.....
 Signature of Scorer..... Official Position.....
 T-2

DEFINITIONS

I. PERSONALITY

1. Appearance—Attractiveness; cleanliness; neatness; appropriateness of attire; posture.
2. Voice—Rate of speech; distinctness of enunciation; flexibility; pitch; tone.
3. Power—Health; vigor initiative; command.
4. Character—Fact; kindness; optimism; sense of humor; justice; integrity; morality.
5. Co-operation—Sympathy; open-mindedness; cheerful; loyalty; cordial working relations with pupils, colleagues and superiors.

II. PREPARATION

1. Command of English—Clearness, accuracy and fluency of diction; absence of grammatical errors and colloquialisms; unity and coherence of ideas; appropriateness and force in choice of words.
2. Specific knowledge—Accuracy, quantity and organization of the lesson's subject matter.
3. General Scholarship—Breadth of information; sense of relative values; power of logical thinking.
4. Professional equipment—Knowledge of current educational theories and practice; knowledge and use of educational psychology; improvement with experience.
5. Citizenship—Sense of civic responsibility; participation in community activity; evidence of right civic thinking and teaching in classroom.

III. TECHNIQUE

1. Room conditions—Hygienic conditions; attractiveness; order; adaptations of furniture and equipment to specific needs.
2. Selection and organization of subject matter—Definiteness of aim; adaptation to pupils' interests, needs and capacities; skill in questioning.
3. Resourcefulness—Sense of proportion; treatment of answers; use of illustrative material.
4. Motivation—Recognition of pupils' apprehensive bases; relation of lesson to pupils' interests; use of problem method.
5. Conclusiveness—Each lesson a unit; pupils' sense of something done; results secured.

IV. PUPIL REACTION

1. Efficient functioning of habits and skills—Promptness, regularity and good form; respect for self and for the school authorities; skill in the arts.
2. Command of subject matter—Good lesson preparation; accuracy and availability of information.
3. Thinking ability—Recall and selection of significant facts; coherence of ideas; ability to draw sound conclusions.
4. Expression—Clearness, grammatical correctness, precision and conciseness in use of English; good vocalization and bodily attitudes.
5. Tastes, appreciations, and ideals—In literature, art, and science; evidence of thoroughness, integrity, and fairness.

For instructions in using this scale see below.

INSTRUCTIONS FOR USING THE TEACHER'S RATING SCALE

The efficiency of this scale depends largely upon the extent to which qualitative rather than quantitative values are applied in the preliminary steps.

Think of the qualitative values as possessing the following numerical values: very high—5, high—4, medium—3, low—2, very low—1. The value zero is purposely omitted from the scale as it is assumed that at least twenty per cent efficiency would be possessed by anyone qualifying at all for the profession.

In rating a teacher make the qualitative rating in all the elements of the scale before making the quantitative translation.

When rating several teachers rate all of them qualitatively on each qualification before making the quantitative translation for any one.

The sum of the ratings given under each of the four general qualities is the teacher's final rating.

Try hard not to think in terms of percentages and particularly in terms of the usual passing grade of seventy or seventy-five per cent. The medium grade, according to this scale, is obviously sixty. That is, if a candidate received three in each of the qualities of the scale the total would be sixty points. There would presumably be as many below this point as above.

Be careful not to rate too high. Out of one hundred teachers a normal frequency distribution should show five 5's, twenty 4's, fifty 3's, twenty 2's, and five 1's. This distribution should not be binding upon your judgment but it is reasonably certain that 3 will occur far more frequently than any other number.

In using the scale for the first time it would be well to select from your experience teachers who would represent each of the five points under each of the qualities of the scale and in rating a particular candidate make a comparison with the person so selected as a standard for the scale.

In using the scale for the first time it might be well to make a few experimental ratings before actually rating a teacher.

You may be called upon to rate a teacher you have known only a shorttime. While longer acquaintance is desirable, the rating scale will enable you to use what knowledge you have to the best advantage.

The purpose of the scale and its advocacy is not so much to qualify or disqualify the teacher rated as it is to secure a qualitative basis upon which constructive supervision and assistance may be rendered the teacher rated.

It is hoped as soon as possible to have teachers rate themselves and to have these ratings form a definite part in the general rating scheme.

REMARKS: (This space should be used by the scorer in giving additional information concerning the teacher rated and the circumstances of the observation.)

NORMAL DIPLOMA applicants must have the following Character and Experience records properly endorsed: This is to certify that the Board of School Directors of _____ District have employed this applicant for _____ annual school terms and have found the said applicant to be a successful teacher and a person of good moral character. As Superintendent I concur with this statement.

Signature of Secretary of Board of School Directors

Signature of County or District Superintendent

* The Board of School Directors of _____ School District having employed the above named applicant for _____ annual school term concur in the above certification. As Superintendent I concur with this statement.

Signature of Secretary of Board of School Directors

Signature of County or District Superintendent

* To be used when the applicant has taught in more than one school district.